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FOREIGN LANGUAGE COMPETENCE FOR THE FUTURE ACT OF 1989

HEARING

BEFORE THE

SUBCOMMITTEE ON
EDUCATION, ARTS AND HUMANITIES

OF THE

COMMITTEE ON
LABOR AND HUMAN RESOURCES
UNITED STATES SENATE

ONE HUNDRED FIRST CONGRESS

FIRST SESSION

ON

S. 1690

TO ESTABLISH PROGRAMS TO IMPROVE FOREIGN LANGUAGE INSTRUCTION, AND FOR OTHER PURPOSES

S. 1540

TO ESTABLISH A CRITICAL LANGUAGES AND AREA STUDIES PROGRAM

OCTOBER 31, 1989

Printed for the use of the Committee on Labor and Human Resources

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FOREIGN LANGUAGE COMPETENCE FOR THE FUTURE ACT OF 1989

TUESDAY, OCTOBER 31, 1989

U.S. SENATE,
SUBCOMMITTEE ON EDUCATION, ARTS AND HUMANITIES OF THE
COMMITTEE ON LABOR AND HUMAN RESOURCES,
Washington, DC.

The committee met, pursuant to notice, at 2:37 p.m., in room SD-430, Dirksen Senate Office Building, Senator Dodd, presiding.

Present. Senators Dodd, Jeffords, Cochran, and Simon.

OPENING STATEMENT OF SENATOR DODD

Senator DODD. The Subcommittee on Education, Arts and Humanities will come to order today for the purpose of conducting a hearing on the condition of foreign language education in this country. I would like to welcome all of you here.

I would like to welcome, of course, the witnesses who have agreed to testify this afternoon on behalf of the Foreign Language Competence for the Future Act of 1989, S. 1690, and the Critical Languages and Area Studies Program Assistance Act of 1989, which is referred to as S. 1540.

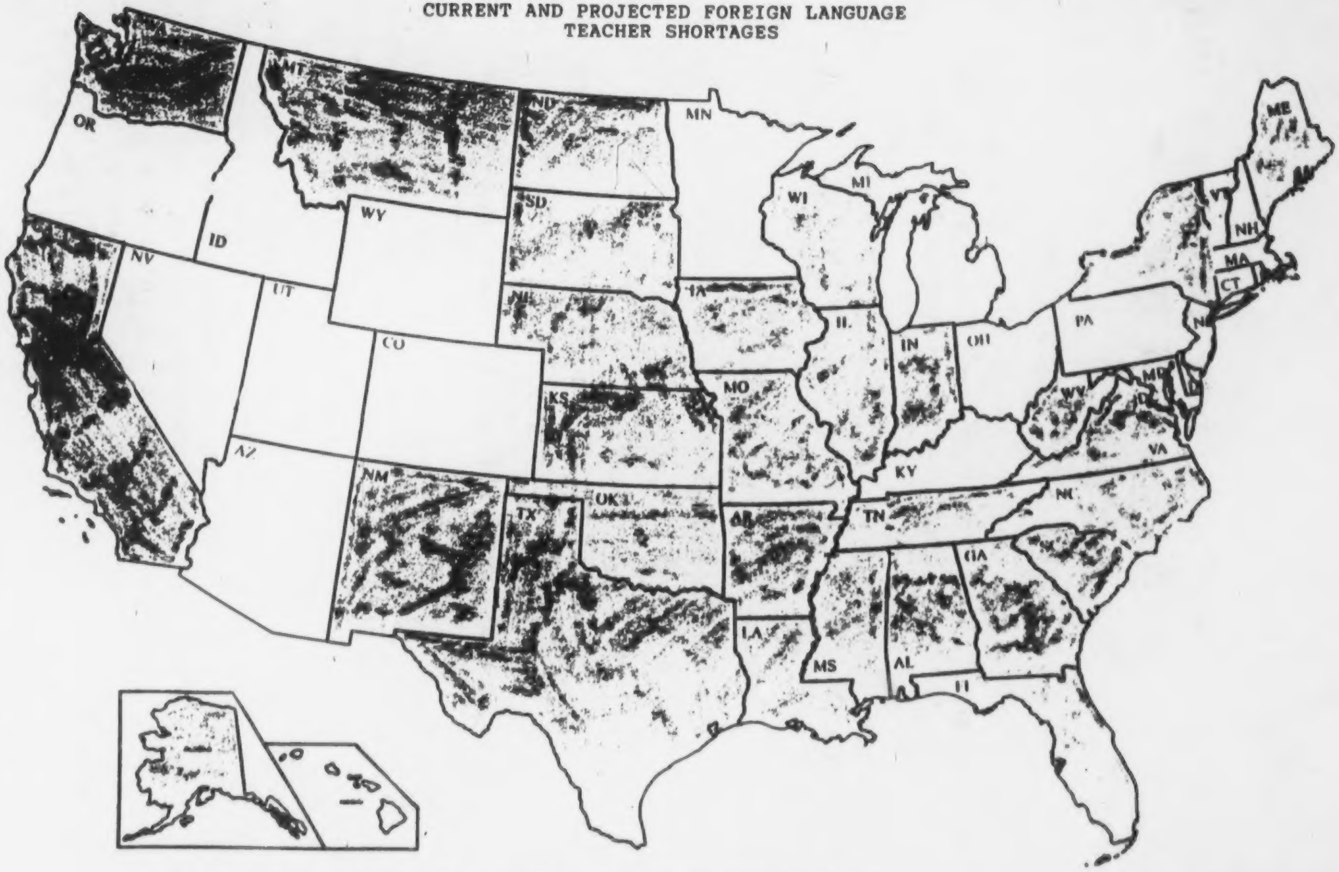
In particular, I would like to welcome a constituent of mine who will be appearing on the second panel, Christine Brown from Glastonbury, CT. Christine is the Director of the Department of Foreign Languages for the Glastonbury Public Schools and she will be testifying on the second panel, as I mentioned.

Since 1978, there has been an increase in the availability of foreign language instruction to elementary and secondary students. There has also been a heightened awareness of the need for U.S. students and workers to be internationally literate.

As illustrated on the charts that we have over here to my right, our most recent data is represented by the blue bars.

[The charts and information referred to follow:]

CURRENT AND PROJECTED FOREIGN LANGUAGE
TEACHER SHORTAGES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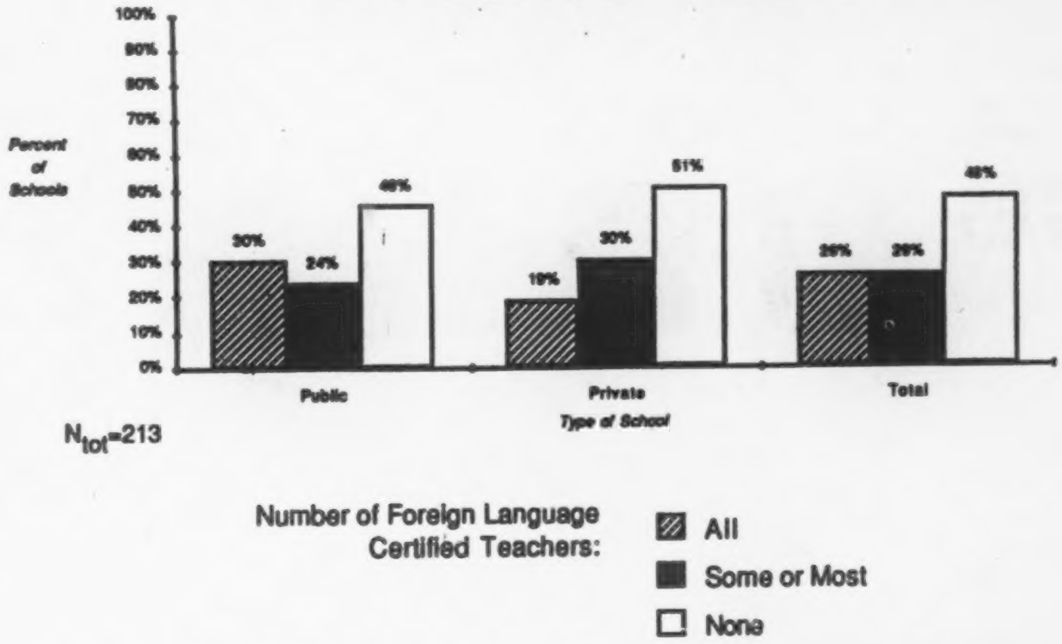
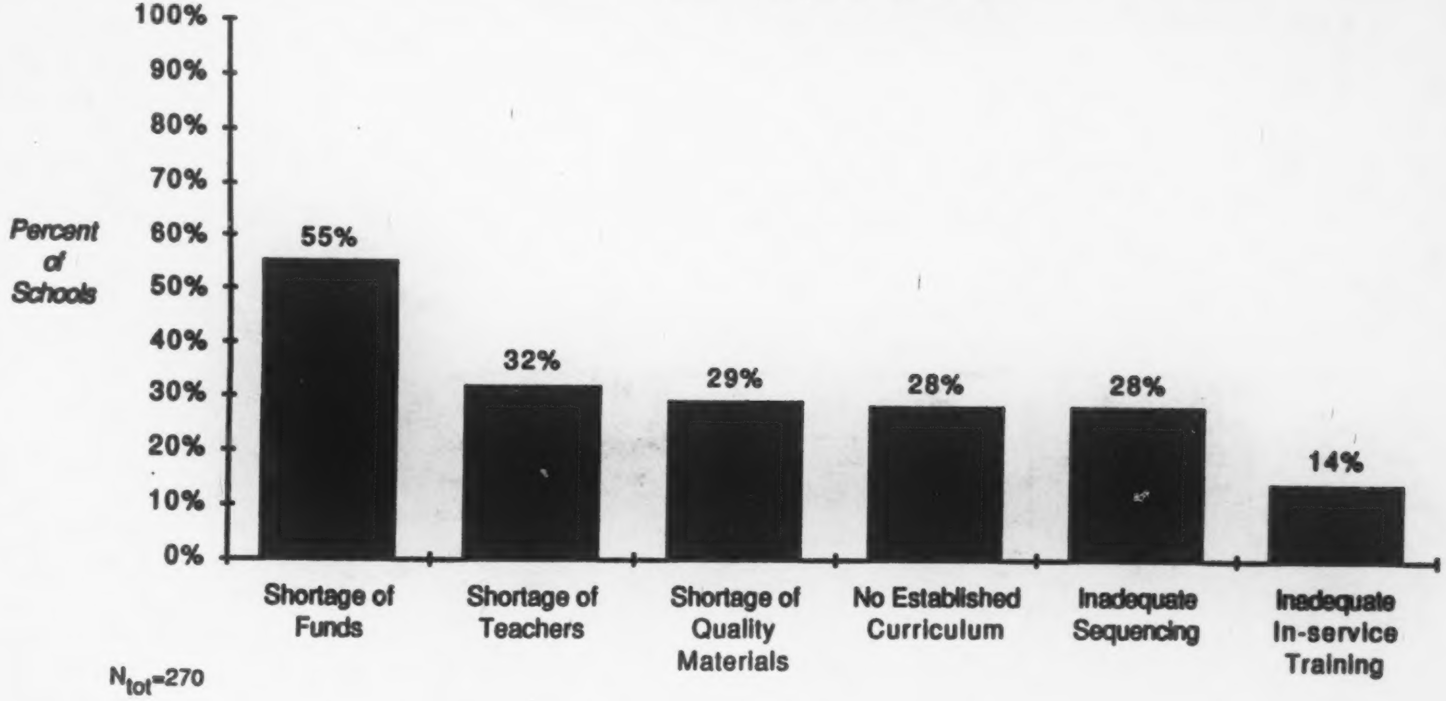
SOURCE: "State Activities Update: Focus on the Teacher"
Joint National Committee for Languages, 1988

Percentage of Elementary Schools with Foreign Language Programs That Have Foreign Language Certified Teachers



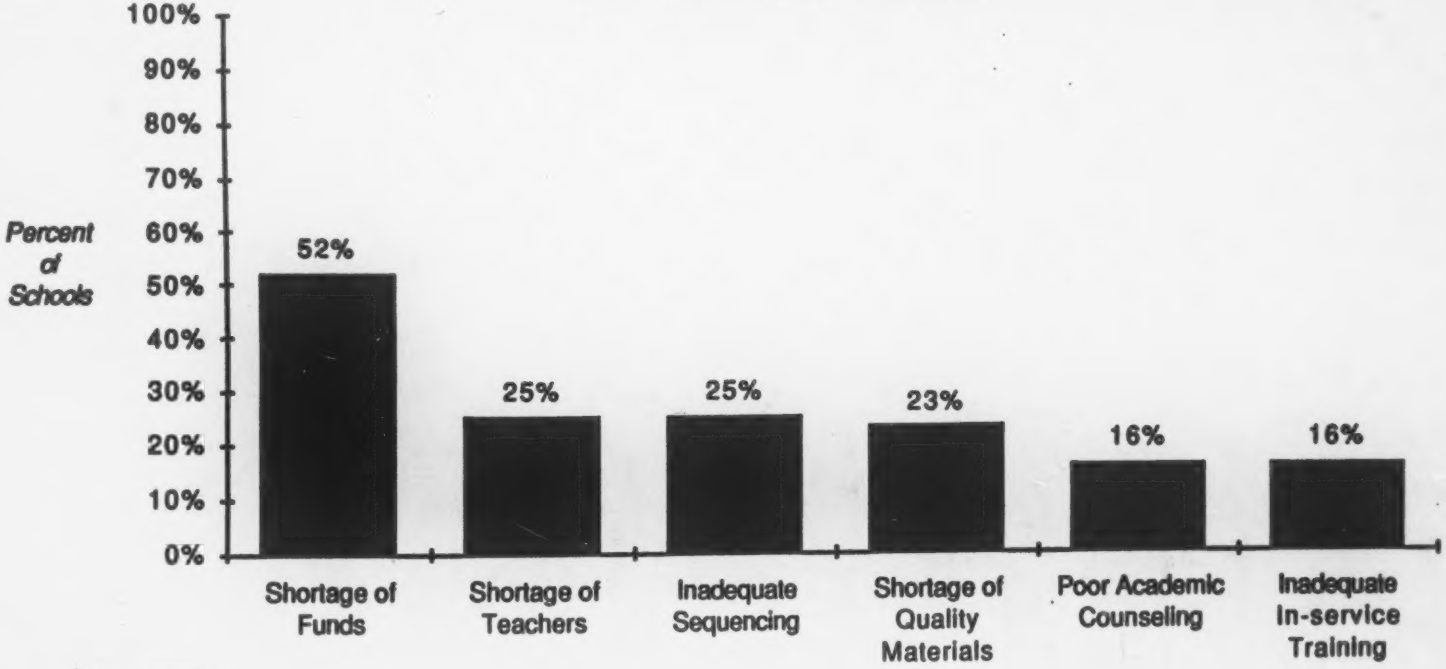
Source: "A National Profile of Foreign Language Instruction at the Elementary and Secondary School Levels," Center for Language Education and Research, 1988

Percentage of Elementary Schools with Foreign Language Programs that Report Major Problems with Foreign Language Instruction



Source: "A National Profile of Foreign Language Instruction at the Elementary and Secondary School Levels," Center for Language Education and Research, 1988

Percentage of Secondary Schools with Foreign Language Programs That Report Major Problems with Foreign Language Instruction



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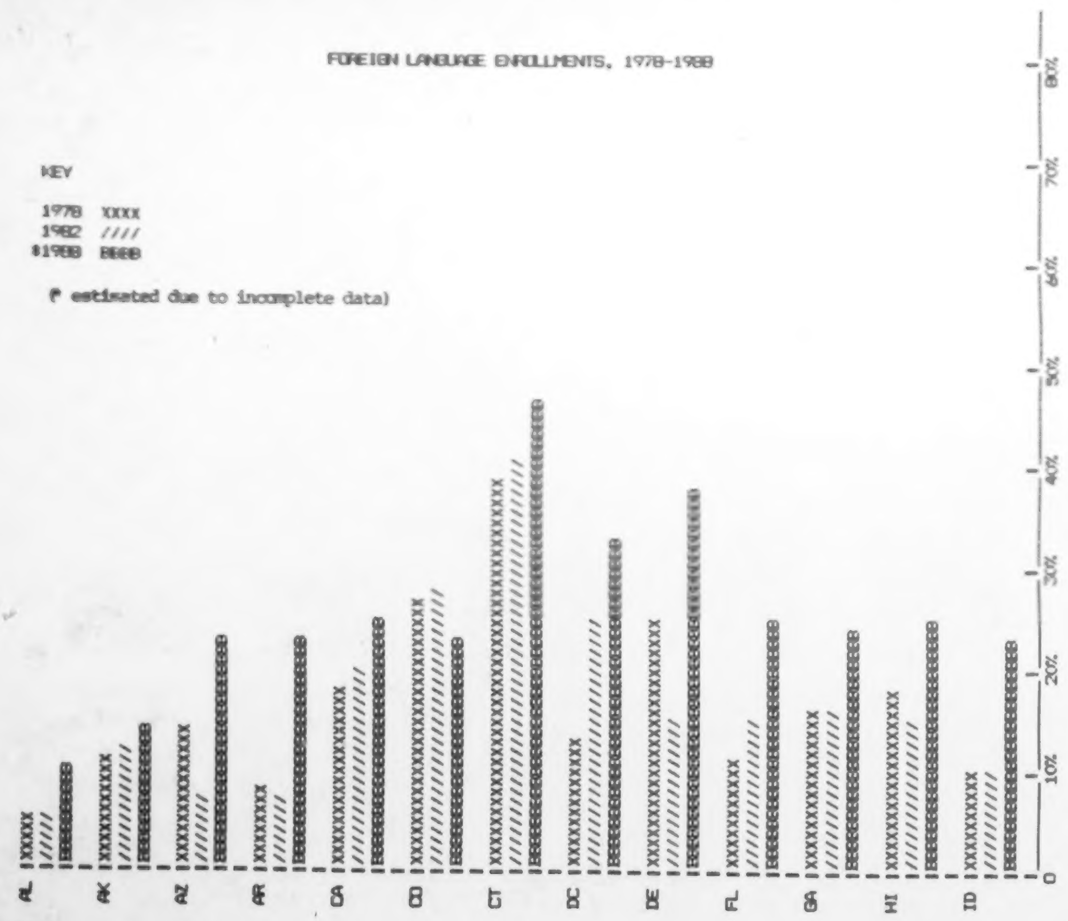
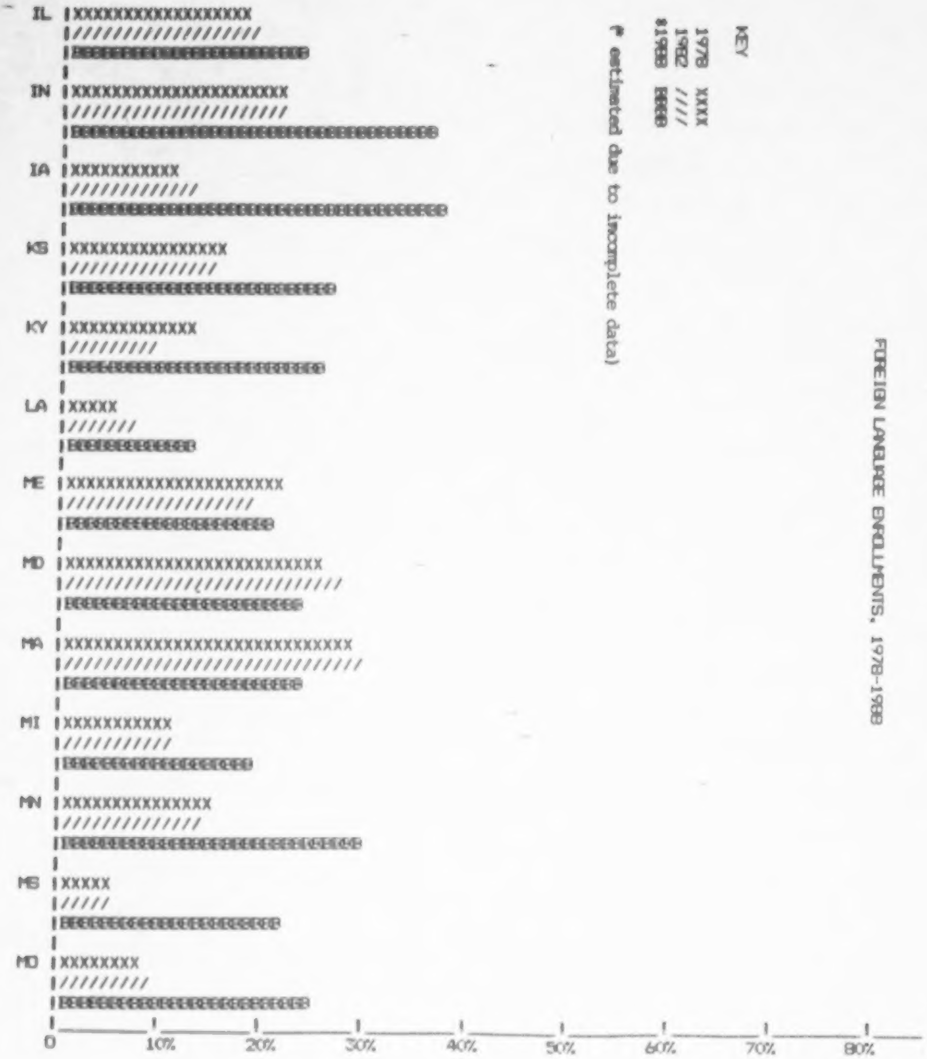
Source: "A National Profile of Foreign Language Instruction at the Elementary and Secondary School Levels," Center for Language Education and Research, 1988

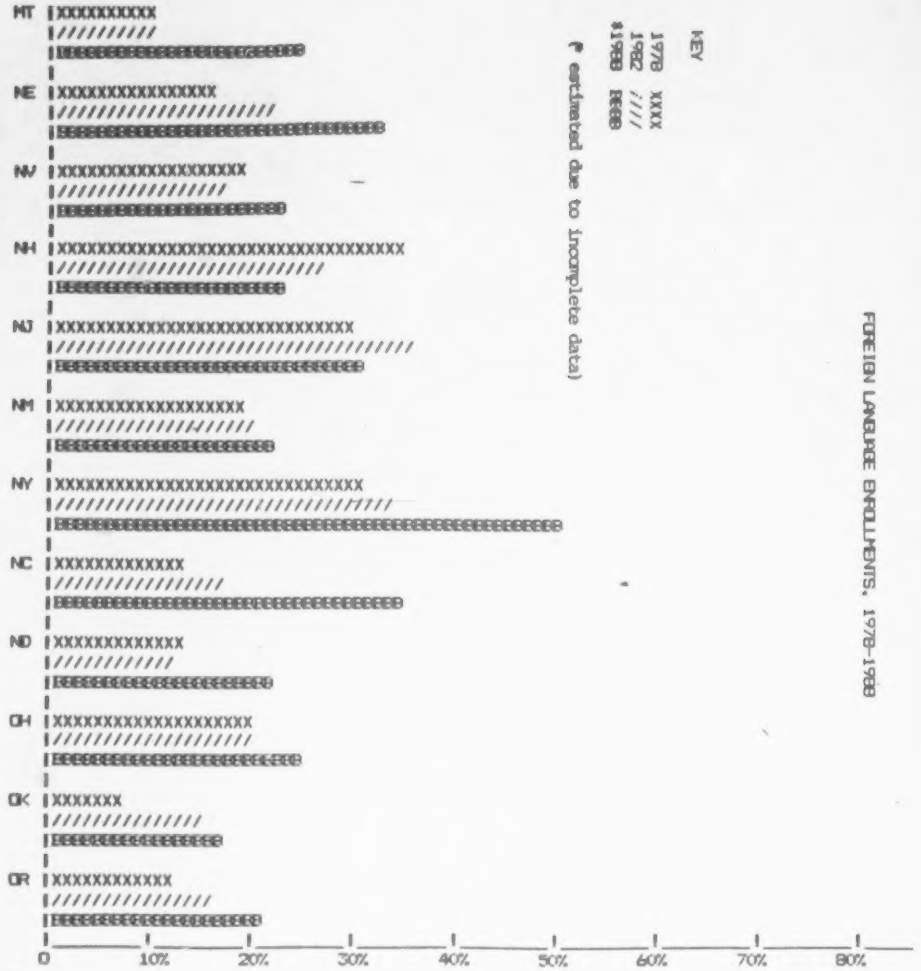


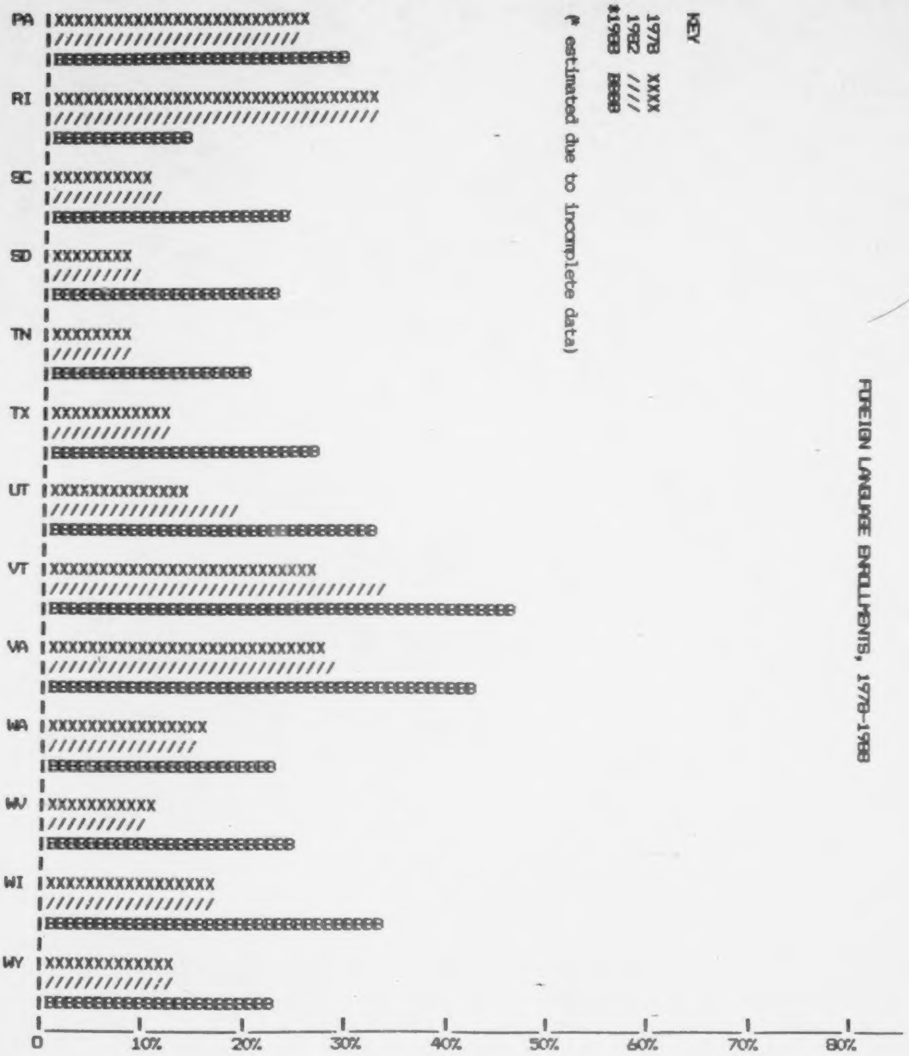
FOREIGN LANGUAGE ENROLLMENTS, 1978-1988



FOREIGN LANGUAGE ENROLLMENTS, 1978-1988

FOREIGN LANGUAGE ENROLLMENTS, 1978-1988





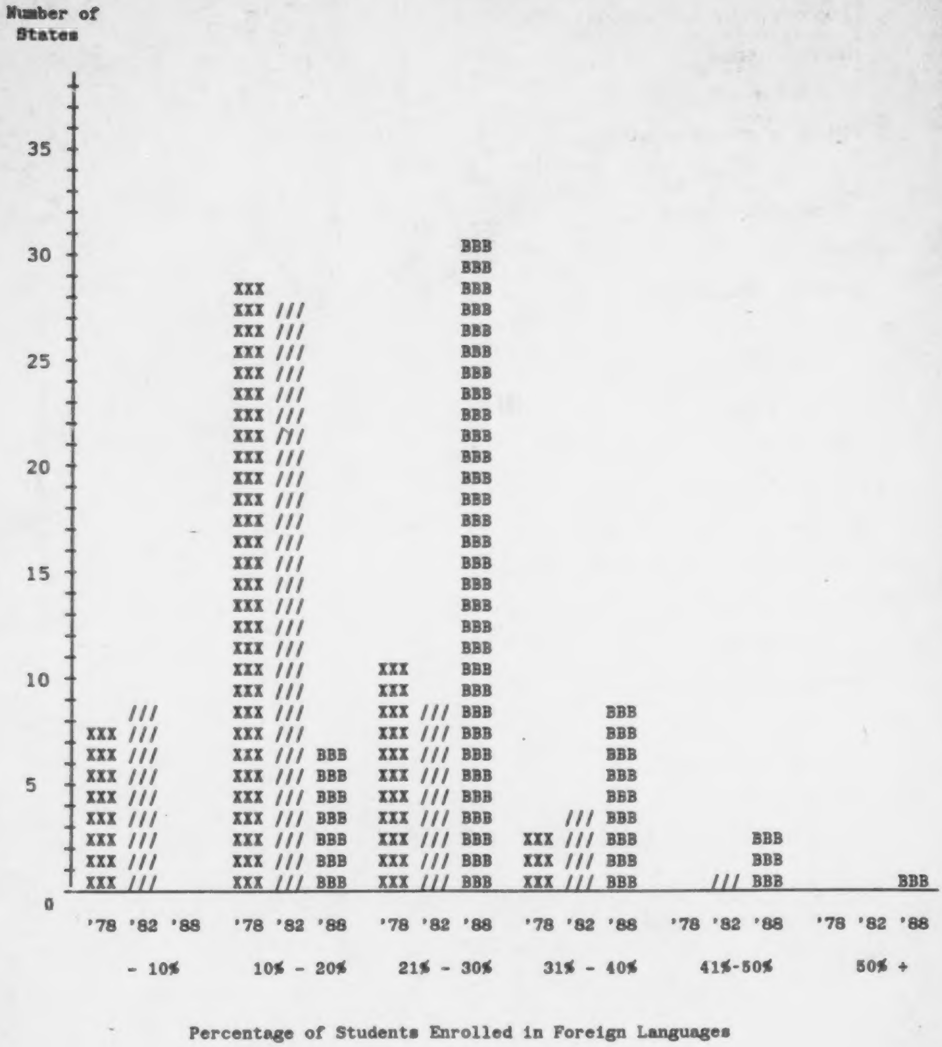
FOREIGN LANGUAGE ENROLLMENTS, 1978-1988

KEY

1978 XXXX
1982 ///
*1988 BBBB

(* estimated due to incomplete data)

STATE FOREIGN LANGUAGE ENROLLMENTS, 1978 -1988



STATE FOREIGN LANGUAGE ENROLLMENTS, 1978 - 1988

1978

Less than 10% -- eight states:

Alabama, Arkansas, Louisiana, Mississippi, Missouri, Oklahoma, South Dakota, Tennesse

10% - 20% -- twenty-nine states:

Alaska, Arizona, California, D.C., Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Kentucky, Michigan, Minnesota, Montana, Nebraska, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oregon, South Carolina, Texas, Utah, Washington, West Virginia, Wisconsin, Wyoming

21% - 30% -- eleven states:

Colorado, Delaware, Indiana, Maine, Maryland, Massachusetts, New Jersey, Rhode Island, Virginia, Vermont, Pennsylvania

31% - 40% -- three states:

Connecticut, New Hampshire, New York

41% - 50% -- no states

over 50% -- no states

1982

Less than 10% -- nine states:

Alabama, Arizona, Arkansas, Kentucky, Louisiana, Misissippi, Missouri, South Dakota, Tennessee

10% - 20% -- twenty-eight states:

Alaska, California, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Iowa, Kansas, Maine, Michigan, Minnesota, Montana, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Texas, Utah, Washington, West Virginia, Wisconsin, Wyoming

21% - 30% -- nine states:

Colorado, D.C., Indiana, Maryland, Massachusetts, Nebraska, New Hampshire, Pennsylvania, Virginia

31% - 40% -- four states:

New Jersey, New York, Rhode Island, Vermont

41% - 50% -- one state:

Connecticut

over 50% -- no states

1988

Less than 10% -- no states

10% - 20% -- seven states:

Alabama, Alaska, Louisiana, Michigan, Oklahoma, Rhode Island, Tennessee

21% - 30% -- thirty-one states:

Arizona, Arkansas, California, Colorado, Florida, Texas, Washington, Georgia, Hawaii, Idaho, Illinois, Kansas, West Virginia, Wyoming, Kentucky, Maine Maryland, Massachusetts, Minnesota, Mississippi, Missouri, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Oregon, Pennsylvania, South Carolina, South Dakota

31% - 40% -- nine states:

Delaware, D.C., Indiana, Iowa, Nebraska, New Jersey, North Carolina, Utah, Wisconsin

41% - 50% -- three states:

Virginia, Vermont, Connecticut

over 50% -- one state:

New York

OPINION

The Clarion-Ledger

ROBERT E. ROBBINS
President and Publisher

JOHN D. JOHNSON
Executive Editor

BENNIE L. IVORY, Managing Editor

DAVID G. HAMPTON, Editorial Director

A GANNETT NEWSPAPER

EDITORIALS

Education

Let the next great debate begin

Gov. Ray Mabus has laid out a comprehensive plan to fill in the gaps left from the historic 1982 Education Reform Act. It's now time for the debate to begin.

We will discuss individual facets of the plan in coming days, but the method of Mabus' plan deserves careful note. It is like a carefully woven garment, involving many facets.

By laying out seven goals, Mabus offers clearly defined targets needing work. No one can argue with his goals: basically, to bring Mississippi off the bottom.

The goals are specific; they are achievable. He addresses each one with detailed methods of achieving that goal.

Secondly, the plan has built-in benchmarks to test if the program is working. It's an accountable, results-oriented method that (if well-implemented) should expose flaws, balky administrators or incompetence at various levels.

For example, it calls for tracking students — finding out which are doing well in jobs after graduation and which schools are failing at preparing students for the real world.

Finally, it is broad and interlocking. He targets young and old alike, to bring them all up together. It dovetails higher and secondary education, using both's resources.

As a system, it has a simple artistry to it in attacking a deep, complex, multi-faceted problem plaguing this state. And it balances on a single, simple underlying theme: It has incentives for people who do better and disincentives for people who do worse.

Legislators should note the networking involved in this plan and not approach it in a clumsy, piecemeal way.

Tomorrow: A look at the lottery issue.

Clarion Ledger, 10-27-89

High schools boost foreign languages

■ The moves are a response to universities' expected increase in their entrance requirements.

By Jay Eubank
Clarion-Ledger Staff Writer

Fewer Mississippi high schools are saying *no, nyet, non* or *nein* to offering foreign language in their classrooms.

During the 1988-89 school year, 240 high schools offered at least one year of a foreign language — usually Spanish, according to the state Department of Education.

"The majority of our high schools are offering a foreign language. That's not to say everybody offers two years or more of a foreign language," said Jeanne Wells Cook, language arts and foreign language specialist with the Department of Education.

The number of students taking foreign languages is expected to skyrocket in the 1990s as the state College Board moves toward increasing entrance requirements at Mississippi's eight universities. A key component likely will be beefed-up foreign language requirements on the high school level.

Mississippi high school students currently don't have to take a foreign language in order to receive a diploma.

"If the College Board should increase their entrance requirements, I expect far more students to want to take foreign language," Cook said. "Nationwide, there's a growing interest... in studying foreign language.

"There's also a great need," Cook said. "Americans in general know far fewer foreign languages than Europeans know."

The most recent Department of Education statistics show in 1988-89, 14,071 Mississippi public school students studied Spanish, 8,204 studied French, 1,144 studied Latin and 383 studied German.

Finding foreign language teachers is a difficult chore for many school superintendents.

"There's a lot of demand, but a real low supply of teachers," said Baldwyn Superintendent Compton Shelton. "There hasn't been a lot of emphasis in smaller schools on foreign languages until the (College Board) came down with their new core curriculum."

That curriculum, recommended for students wanting to go on to a four-year college, calls for at least one course in foreign language.

Tishomingo High offers no foreign language this school year, to the chagrin of Principal Danny McClung.

"We look for teachers who are certified in two areas, such as English and a foreign language," McClung said. "But it's real hard to find a teacher certified in both English and foreign language or advanced science."

Baldwyn offered no foreign language classes until this year. Seven sister districts in northeastern Mississippi receive failing grades for a lack of foreign language classes, according to a state Department of Education survey.

One answer, increasingly being used by small districts such as Baldwyn, is satellite learning.

This year, 10 Baldwyn High students are taking first-year Spanish via satellite programs operated by the University of Mississippi.

The Ole Miss program, similar to one offered by Mississippi State University, offers students a chance to take rarely offered classes including Russian and Japanese.

"For smaller schools, they can offer a foreign language course much cheaper than hiring a teacher, if you could even find someone," Shelton said. "We just don't have anyone in our area that is certified in foreign language."

EDUCATION:
MISSISSIPPI'S UNFINISHED BUSINESS
Governor's Plan

Business leaders generally support sweeping program

■ They agree education reform is needed, but are divided on a lottery.

By Robert Morris
Clarion-Ledger Business Writer

Business leaders say Gov. Ray Mabus' education reform package is a key to the state's economic future.

They're divided, however, on supporting a lottery to fund school improvements.

"I would be for his program regardless of the funding mechanism," said Ronnie Tubertini, a Greenville insurance agent.

"Education reform is long overdue in Mississippi," he said. "It's holding us back from attracting more industry to the state. We're particularly sensitive to that here in the Delta."

Paul Latture, director of the Jackson Chamber of Commerce, said the reform package "has the capacity to raise job skills . . . and to enhance the economic development package."

He isn't so confident about funding part of the program with a lottery.

"It's something we'll have to look at and take a position on," Latture said. "I don't know if the chamber will support (a lottery)."

During a press conference Wednesday, Mabus unveiled his "Mississippi's BEST" education reform bill and praised the business community for its input.

"I think business realizes this is their lifeblood . . . if they don't get high-skilled, well-educated people they can't compete," the governor said.

While Mabus touted the future benefits from the program, state economic development director J. Mac Holladay said "the future is now.

"Education was important to economic development yesterday," Holladay said.

Mississippi will begin seeing benefits immediately if the legislature approves the reforms as a package, Holladay said.

"Over the short term, it sends exactly the right message about what's going on in Mississippi."

Holladay is confident the majority of the chambers of commerce statewide would back a lottery to fund education.

"The business community wants to know that a quality product is being produced," he said. "This gives them that accountability and that involvement."

Gene Triggs, executive vice president of Mississippi Chemical Corp. in Yazoo City, calls the program "a key piece to economic development for the whole state."

Business took a major role in the reform process this year when industry leaders gave pep talks on education reform throughout Mississippi and gave the governor their ideas, Triggs said.

Also contributing to the education reforms were the Department of Economic Development and Holladay, who gained insights to nationally acclaimed South Carolina education reforms when he worked in economic development there.

E.C. Neely III, president of People's Bank in Tupelo, said he's undecided about supporting a lottery to pay for education improvements. But he gives the reform package his "wholehearted support."

"It's an absolute necessity if we're going to progress economically," he said.

Should the Legislature turn down the proposal, Holladay said, the effect on economic development efforts would be devastating.

"Over the next 15 years, the program could create a truly globally competitive education system," he said. "We can't afford to lose that chance."

J. Mac Holladay: Package sends the right message about state.

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Rick Guy The Clarion Ledger

Forest High teacher Debbie Rasco leads students in a Japanese lesson via satellite television. Students are, from left, Buddy Harvell, 16, Holly Gilmer, 17, Kimberly Spencer, 17, Stephanie Jones, 16, and Denise Gibbs, 16. They are learning Japanese through lessons televised from instructors in other states.

Satellite TV tunes into specialized courses

■ Students communicate with faraway teachers via phone or computer.

By Christine Uthoff
Clarion-Ledger Staff Writer

FOREST — A telephone sitting in Debbie Rasco's Forest High classroom is the key to daily lessons in Russian, Japanese and probability and statistics.

Students use the machine to communicate with their foreign language and math teachers in Columbia, S.C., Lincoln, Neb., and Lexington, Ky. They can even see the teachers — via satellite television.

"When I was in elementary school we heard about things like this that would happen in the future, but I never thought I'd see it in my lifetime," said Rasco, who's just as enthusiastic as her students. "It's exciting to be on the ground floor of this."

Rasco's students giggled last week as they gathered around the telephone, eager to speak to a Japanese native who would tutor them in the language. They watch their instructor on a classroom television courtesy of the satellite hookup.

Twice a week, they speak to a tutor on their speaker-equipped telephone.

"It's not an English teacher teaching Spanish, it's a Japanese teacher teaching Japanese," said Holly Gilmer, a 16-year-old junior who said she'll take a second year of the language by satellite next year.

Through a network called the Satellite Educational Resources Consortium, students at high schools across the nation are taught simultaneously the fundamentals of subjects that their schools otherwise wouldn't offer. They are assisted by a classroom facilitator, such as Rasco, who collects tests, dials the telephone and tunes in the correct satellite band for each class.

An estimated 3,200 Mississippi high school students are able to take satellite courses this year — more than in most states. Mississippi is one of only two states to benefit from three of the four groups that won federal grants last year to develop satellite instruction programs.

In addition to the group that Forest High uses, the TI-IN Network based in San Antonio and the Midlands Consortium based at Oklahoma State University in Stillwater are offering satellite instruction for Mississippi schools. All three programs became operational this fall.

The opportunity to take specialized courses is just the thing that Forest High, with a 435-student population, and other small schools need.

"If the school had to provide a teacher for the course, it would be hard for this school to offer" specialized classes, said Gary Gordon, principal at Forest High.

"I think it's going to open some doors for our students that would otherwise not be opened," Gordon said. "As far as the math classes, math is one of the weakest areas of instruction in the state."

Gordon and Rasco agree, however, that the best part of the program is that students will be able to communicate with the instructors.

During the language classes, students will be able to talk to the instructors about six times between August and the end of the semester in January. The probability and statistics students will be in daily contact — using a keyboard and a

REPORT CARD ON:

- ☐ **Students**
- ☐ **Teachers**
- ☐ **Schools**
- ☑ **Lessons**

Lessons: Probability and statistics, Japanese and Russian

Where offered: Forest High.

Taught by: Instructors in Columbia, S.C., Lincoln, Neb., and Lexington, Ky. through the Satellite Educational Resources Consortium.

Enrollment: Five students each in Japanese and probability and statistics; nine in Russian.

special computer that calculates the number of students who correctly solve a problem and forwards the information to the instructor.

"It wouldn't be unique to just have TV, but really being able to interact with the instructor — that's what is going to make this program," Gordon said.

Rasco has persuaded her students to spend the semester eating with chop sticks.

"I thought she was crazy, but then I learned how to do it. It was fun," Gilmer said. "It calls attention to us because everybody else is normal and there's five of us huddled in the corner eating with chop sticks."

The future is now for student of probability and statistics

By Christine Uthoff
Clarion-Ledger Staff Writer

FOREST — Stan Roberts knows what courses he needs for a successful future, but he nearly missed the opportunity to take them.

The 17-year-old's high school was too small to offer probability and statistics, a college preparatory, advanced mathematics class. But with a television, a satellite dish and a keypad and computer combination that hasn't arrived yet, Roberts will get the instruction he needs.

Forest High is one of nine schools in Mississippi participating in a demonstration project for probability and statistics instruction through the Satellite Educational Resources Consortium.

The instructor, a math teacher from Kentucky, is transmitting lessons via satellite. But he's having trouble getting the necessary feedback from his students. None of the nine schools have the keypads and computers that will allow the instructor to see if his students are correctly solving the problems.

Debbie Rasco, a teacher who leads a satellite instruction class at Forest High, said students will punch in math problems and answers on the keypads during class. The information will be transmitted to the instructor over telephone lines.

However, the equipment hasn't arrived yet.

Laura Lee Rochester, spokesman for Mississippi Educational Television, said the Kentucky Educational Television network that produces the class is coordinating equipment installation. Mississippi ETV is a member of the satellite instruction consortium.

Rochester said the Kentucky network did not receive the necessary equipment from the suppliers in time for class to begin. But, she said, they're hoping to solve the problem soon.

But for now, Roberts is excited about just talking to an instructor in another state.

"It's a weird feeling to be taught by someone who is 400 miles away," he said.

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SEPT - .4-89

German being taught to nine seniors

Gentry's new satellite dish now in use

BY KELLY LOVELESS

Nine Gentry High School seniors are learning German this year from a television set.

This opportunity was made possible through the STAR satellite instruction program sponsored by the University of Mississippi.

The program, which is funded through a federal grant offered to five states, provided for the installation of a satellite dish system and receiving equipment at Gentry in April.

Gentry is one of 62 schools across the state selected for the program, according to William Cole, educational coordinator in the Office of Distance Learning at Ole Miss.

Cole said the purpose of the STAR Schools Project is to provide educational opportunities in remote rural schools in math, science and foreign language where it is difficult to find qualified teachers.

"We're not in the business of replacing teachers, but supplementing them," Cole said.

"We think it (STAR program) may be a savior of education," he said. "It will give them (students) a chance to be competitive with students in other states."

Cole said Gentry High School was picked for the program after they showed interest and qualified for selection. According to Cole, every school that applied last year was able to get the program.

Gentry also received additional grant money to pay for computers used in the course study several days a week with quiz diskettes.

Cole said Gentry had to pay $2,400 in subscription fees for the STAR program, which averages over $240 per student enrolled. Some schools selected, however, received enough of the grant to pay for their subscription fee also.

Andrew Brown, principal of Gentry, said the school also had to pay for a telephone hookup for the students to call in any questions they might have for the instructor.

German I is the only course offered this year in the program at Gentry. Elmo Hickingbottom, health and physical education teacher and head basketball coach, supervises the nine honor students taking the class which is held one class period per day.

Hickingbottom said he is responsible for setting up all the equipment and monitoring the students.

The televised hour of class instruction is taught by a German professor from Oklahoma State University, and the program is sent by satellite to Gentry Mondays and Wednesdays.

The rest of the week, the class is involved in working with computer diskettes which quiz the students on German to English and English to German translations. After the quiz programs run, the computer gives a printout of the student's score.

The students said on the days when they watch television, they enjoy the German commercials, such as McDonalds and Pepsi, which come on between the instruction segments.

In addition, the students watch weather broadcasts and stockmarket reports from Germany.

Hickingbottom said the course is very demanding, but the students are

catching on real well so far.

The students, however, agreed the course is more difficult than their others.

During the televised instruction, the students can call in to ask questions, and the broadcast is taped on a video cassette recorder for students to review later if they might miss a day of school.

The students said they call in to ask as many questions as they would ask a regular teacher in the classroom.

Quizes and chapter tests are sent to Gentry by the professor. A comprehensive test at the end of the course, however is optional for each school.

Cole said if the tests are objective with true-false or matching questions, the local teacher grades them. If the tests include translations, they are sent to the Oklahoma State professor for grading.

The final grade decision, however, rests with the local school district rather than the Oklahoma State professor, since the professor cannot see what the student is doing on a day to day basis.

The students said when they first watched the broadcast, they were a little apprehensive about the course and thoughts of failing drifted through their minds, but now they are used to it.

The biggest adjustment, they said, was getting used to the professor's German accent.

Nevertheless, the class has not reached a concensus on whether they like the television instruction or prefer a real classroom teacher.

"I think it's fun," said James Downs.

Rhononda Richardson said she prefers the television, but Kenith James said he'd rather have a real teacher.

Hickingbottom said other courses offered in the STAR program include Spanish, chemistry, Russian, accounting and calculus. He said if students are interested in earning more credits, they can take these courses after school, but have to pay for their books.

Right now, however, no students are taking the courses for extra credit.

Members of Gentry's first satellite class are Kenith Matthews, Darryl Riley, Yvonne James, Rhononda Richardson, Stephanie Duncan, Rodonna Chance, Erik Mothershed, Darsha Griffin and James Downs.

Cole said the federal grant for the STAR program is guaranteed for two years, but he anticipates the grant continuing on for several years after that.

At Gentry, Cole said he expects more courses to be offered through the satellite program in the upcoming years.

Also, Cole said course professors at the present time are from Oklahoma State and Kansas State, but Ole Miss hopes to provide its own professors for the courses in the future.

SELECTED RECOMMENDATIONS FROM THE PRESIDENT'S COMMISSION ON FOREIGN LANGUAGES AND INTERNATIONAL STUDIES

FROM

"STRENGTH THROUGH WISDOM"

* Schools, colleges, and universities should reinstate foreign language requirements

* ...provide incentive funding to schools and postsecondary institutions for foreign language teaching

* ...support Language and International Studies High Schools

* All State Departments of Education should have Foreign Language Specialists. Every state should establish an Advisory Council of Foreign Language and International Studies to advise and recommend on ways to strengthen these fields in their education systems.

* ...should declare foreign language and international studies a top priority and encourage their increased support...

* In all states the Department of Education should support an international education specialist in the state education authority to give leadership to strengthening policy and programs in international education...

* ...encourage the incorporation of an international education requirement in the licensing or certification of all teachers...

* Teacher professional development programs in international education should be strengthened and expanded to include all subject fields and involve summer institutes, experience abroad, and ongoing programs in school districts.

* A major role in intercultural and language teaching should be given to America's ethnic and linguistic minorities and to foreign students and visitors to the U.S., as well as to returned Peace Corps volunteers and other Americans having extensive experience abroad.

* International school exchanges involving students, teachers, administrators, and policy-makers should be expanded...

* The role of professional associations in strengthening international education in the schools should be intensified.

* Undergraduates should be given greater insight into foreign societies and international issues. To this end, the Commission recommends: 2-3 required courses in international studies for all Bachelor's candidates...

* ...inclusion of international studies in professional school programs through international studies curricular programs, double or joint Master's programs combining international and professional studies, and international exchanges.

* Colleges and universities should give more priority to international education programs and centralize the administration of these programs and place them at a high level in their institutional structures.

Government-university relations should be improved in order to sustain and encourage the availability to government agencies of the international studies expertise of colleges and universities.

* Colleges and universities should encourage and support more international exchanges of students, teachers and researchers and look more to the opportunity for encouraging international perspectives offered by the presence of foreign students and other visitors from abroad.

* Given the commitment of community colleges to citizen education, they should receive special attention in expanded international education efforts to reach all citizens.

* ...support a network of Small Business Export Development Centers to assist small and medium-sized firms to develop export markets, using the international and foreign language expertise of colleges and universities.

* American business and labor should give more priority to foreign language and international studies training in their staff recruitment, and should encourage colleges and universities to make such training part of their programs in business and labor studies.

* American corporations and labor unions involved internationally should establish internships abroad for students in the business and labor fields.

* Schools of business should make a course in international business a requirement for undergraduate degrees, and should encourage their students to study a foreign language.

* Schools of business administration and labor relations programs should develop joint curricular programs with international studies centers.

OBJECTIVES AND RECOMMENDATIONS OF THE NATIONAL GOVERNORS' ASSOCIATION

FROM

"AMERICA IN TRANSITION"

Elementary and Secondary Education

- International education must become part of the basic education of all of our students. States can:
    - require separate study units on world culture and world history in the basic curriculum.
    - incorporate an international focus in the entire curriculum.
    - expand assessment systems to include geography and international education topics, such as world history and cultures.

- More of our students must gain proficiency in foreign languages. States can:
    - offer opportunities to elementary school students for foreign language instruction beginning as early as first grade.
    - expand the opportunity for students to learn a second language during the summer months or in after-school or weekend programs.

- Teachers must know more about international issues. States can:
    - provide in-service training for current teachers in both international studies and foreign languages.
    - strengthen teacher education to include study of geography, world history, communications skills in foreign languages, and international studies. To reinforce this goal, teacher certification testing programs must test prospective teachers for their international awareness.

- Schools and teachers need to know of the wealth of resources and materials, besides standard textbooks, that are available for international education. States can:
    - find other resources to augment standard textbooks.
    - use new technology to enhance foreign language and international education instruction.
    - publicize and coordinate alternative resources that teachers can draw on to help internationalize the curriculum.
    - promote or disseminate information about student and teacher exchanges.
    - take teachers along as members of official trade delegations.

Higher Education

- All college and university graduates must be knowledgeable about the broader world and conversant in another language. States can:

- increase language and social studies requirements for admission to state colleges and universities.
- require an international element in all majors.
- reward programs that have an international emphasis.
- help institutions of higher education share their academic expertise with school districts and the business community.
- develop opportunities for students to participate in international exchange study programs and for international students to study in the United States.

Business

* Business and community support of international education should be increased. States can:

- establish state, business, and education advisory councils to foster support for international education and ensure that these are relevant to business needs.
- encourage communities to engage in a dialogue on the importance of international education.

* The business community must have access to international education, particularly information about export markets, trade regulations, and overseas cultures. States can:

- sponsor centers that reach out to the business community and better forge the link between business and the higher education community.
- offer workshops and seminars to local businesses on international trade and related topics.
- provide technical and marketing assistance to firms interested in developing overseas trade.

RECOMMENDATIONS OF THE SOUTHERN GOVERNORS' ASSOCIATION

FROM

"CORNERSTONE OF COMPETITION"

Geographic and Cultural Awareness "We recommend:"

* Geography be taught as distinctive subject matter in K-12 instruction

* Geography be a required element of teacher-education programs

* States and school districts make professional development in geography a priority for their current teachers

* High school level summer residential programs covering international topics be established, with states entering into agreements to pool resources

* States, as part of their economic development effort, establish curricula and seminars for business leaders that focus on language, cultural training and foreign business customs

Languages "We recommend:"

* Opportunities for language education be provided to all elementary school students, as early as the first year in school

* Certification standards for teachers require and test verbal fluency and listening skills in the languages they teach

* Verbal fluency and listening skills become primary standards in the evaluation of language students

* States find ways to use technology to provide a link between the have and the have-not districts. Interactive television offers a possibility

* School districts make use of community resources, including PTAs and ethnic associations, particularly at the elementary level, to assist in FL instruction

* Colleges and universities reinstate language requirements as part of their admissions standards for most students. These requirements should include at least two years of language study.

Teacher Education "We recommend:"

* Teacher-certification testing programs include an assessment of the international awareness of prospective teachers

* States and accrediting organizations include international issues in teacher-education approval standards

* States make professional development funds available in a way that permits teachers to participate directly in selecting and designing programs and resources most pertinent to their needs

* Business with international experience work with local teachers to develop ways to share that experience

* States and cities with "sister" relationships abroad include "sister school" agreements in their programs

* State Departments of Education serve as clearinghouses, matching in-state teachers interested in exchange with teachers willing to come here from other countries

Economic Issues "We recommend:"

* All business school curricula at the graduate and undergraduate levels include required courses in international trade

* State Advisory Councils develop--for all educational levels--curriculum requirements necessary for participation in a world economy. The Councils should also explore the best uses of promising new technologies such as satellite television

* Forums be organized in the states an on regional bases that would bring together state government leaders as well as economic development and education officials to coordinate strategy for economic development and education

* The State Advisory Councils and the regional forums include participants from business, labor government, and the educational community

* States establish centers for world trade with a mandate to provide educational and marketing assistance to businesses within the state. This assistance should include the development of programs on languages, foreign business practices and cultural training that can be used by business interested in exporting

* States that already have centers should identify innovative ways to pool resources and information throughout the southern region.

Political Issues "We recommend:"

* The United States Departments of State and Defense immediately determine the level of language and international studies proficiency necessary to meet national security needs and set a timetable for reaching that level of proficiency

* The federal government provide full funding for the Fulbright Scholarship Program and other international exchange programs. Exchange with the Eastern Bloc should be re-emphasized; programs in Africa, Asia, and Latin America should be strengthened

* States and private corporations supplement this effort by providing scholarships for foreign students to study in this country. States should enter into agreements for regional programs to make the best use of the strengths of each state's university system

* States provide in-state tuition, or tuition assistance, to foreign students willing to offer an international-awareness service to the community. The service should be one of the student's own design, with scholarships awarded competitively

RECOMMENDATIONS OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

FROM

"INTERNATIONAL DIMENSIONS OF EDUCATION"

Council Actions

- Provide leadership in working with states to improve the quality of second language study and teaching of international education. In particular the Council should identify talent and resources; arrange connections with the Department of Commerce and civic, business and professional groups; and support curriculum development, teacher training, public information, and evaluation of projects.

- Collaborate with the Comparative and International Education Society, the American Education Research Association and other professional organizations to establish a roster of research specialists within each major region who could be called upon by the CCSSO, state education departments, and the media for consultation on comparative projects.

- Work with publishers, State Education Agencies, and civic and professional educational associations to assure international issues and concerns are included in textbooks and other instructional materials.

- Organize and solicit support for exchange programs for CCSSO members, state board members and agency administrators to establish international contacts and to access materials, personnel and data on a cross-national basis.

- Create a national forum with professional education associations involved in international education and second language study to further program collaboration and information dissemination on a national level.

- Work with colleges, universities and educational organizations to review second language entrance and graduating requirements, availability or courses in infrequently taught languages, and standards for teacher preparation and certification related to international education and second language.

State Education Agencies

- Work with state boards of education to review or establish policy statements on improving and expanding the international dimensions of education.

- Provide leadership in working with local education agencies (LEA's) to improve the quality of teaching and learning second languages and providing an international perspective in existing studies.

- Assist LEA's with review of international issues in textbooks and other instructional materials through close working relations with publishers and civic and professional associations.

- Encourage participation in international exchange programs by administrators, teachers and students. Expand the use of America's ethnic and linguistic minorities, foreign students, returned Peace Corps volunteers, and other Americans having extensive experience abroad in second language teaching and international education.

- Provide a focus on international education and study of second languages through state assessment and data collection systems. Establish teacher certification and accreditation procedures so that second language teachers demonstrate a high level of language proficiency and teaching ability, as well as a knowledge of the people, history and institutions of the nation(s) or region in which the language is spoken.

- Require LEA's to provide the opportunity for all students to study a second language, introducing these opportunities at the elementary school level where possible.

- Establish expectations and proficiency in second languages for students completing high school.

- Collaborate with universities and colleges to include international perspectives in teacher training programs and summer institutes, encourage international exchanges and develop ways of linking elementary, secondary and postsecondary partnership projects with IEA, USAID and related organizations.

- Establish regular school year _and/or summer programs for students focusing on second languages or international issues in business, economics, environment, and government.

- Coordinate and encourage exchange of youth, teachers and administrators and involvement by LEA's in the exchange of information with schools in other nations to expand perspectives at the school and school district levels on similarities and differences in education among nations.

- Work with various levels of the education system (elementary, secondary, college, technical instruction and university) to integrate instruction so that international education and second language study is well-connected among levels and each student's learning is continuous.

- Establish procedures for granting of academic credit for study abroad, experience at accredited institutions and create enlarged opportunities for required testing in overseas locations.

Local Education Agencies

- Adopt policies and support programs designed to strengthen second language study and international education. Review tests and assessment programs to ensure that international dimensions are adequately considered.

- Establish with existing courses of study at the elementary and secondary level (geography, history, social sciences, second languages, mathematics, science, and the arts) a worldwide perspective to assure students an international and cross-cultural exposure.

- Provide teachers and other professionals opportunities to participate in exchange and in-service programs that improve their competence in second languages.

- Provide every student with opportunity to begin the study of a second language in the earliest years of formal education and to continue study of the language until a functional proficiency has been achieved. Local school districts are encouraged to identify students to pursue advanced study, in regular or special schools, such as "international high schools" and to have opportunities to live and study in other nations. Local education agencies are encourages to offer uncommonly taught languages (Arabic, Chinese, Japanese, Portuguese, and Russian).

State Education Agencies, Colleges, and Universities

- Urge colleges and universities to establish (or reinstate) second language requirements for admission to and graduation from appropriate postsecondary programs. The requirements should include demonstrated proficiency in speaking, understanding, reading and writing the language, not solely the earning or credit hours of second language study. Institutions can be guided in setting levels of proficiency by national standards being developed by language specialists.

- Include as part of preparation for teaching a second language study in a nation or area where that language is primary. State education agencies, colleges and universities should collaborate in establishing requirements for this study as part of teacher preparation and certification, and to expand the capacity of institutions to prepare teachers of the less commonly taught languages of Arabic, Chinese, Japanese, Portuguese, and Russian.

- Allow students to utilize financial resources/scholarships for overseas study opportunities for a limited period.

Senator DODD. As compared to 1978 and 1982 when 28 States had 10 to 20 percent of their students enrolled in foreign language classes, over 32 States now have 21 to 30 percent of their students studying foreign languages. In only 6 years an increased number of States are offering a greater number of students the opportunity to study a foreign language. This is extremely good news. The bad news, unfortunately, is that there are not enough qualified foreign language educators to meet the demand. Thus, the second chart reveals that 31 States are either facing a shortage of foreign language teachers or expect to within 1 year. The States experiencing a shortage are marked in red.

Recently I joined the Democratic leadership in the Congress and the Democratic governors in endorsing education goals that will guide the Congress in its policymaking toward education excellence. The education goals include two commitments to the promotion of international literacy, improving the foreign language performance of American students until they exceed the performance of students from other industrialized nations and alleviating the pending shortage of teachers.

Senator Jeffords and I have planned this hearing to discuss how we can best meet those goals. Currently the United States lags far behind other industrialized nations. Our greatest economic competitors, Japan and Germany, offer high quality foreign language instruction beginning in elementary school. Twelve members of the European community are discussing a language requirement for students in member countries.

Furthermore, the Soviet Union, with whom we are discussing arms control, trade and cultural exchanges, has more teachers of English in Leningrad alone than we have students of Russian in the whole of the United States.

If the citizens of the United States do not understand the culture and language of other nations, how can, obviously, the United States expect to compete or conduct foreign policy effectively? The United States needs to be internationally literate, that is obvious. Students should appreciate the personal satisfaction and benefits that accompany the study of foreign languages. Students who have the opportunity to learn a second language will improve their chances of getting into a competitive college or university, they will be more attractive job applicants, and they will be personally enriched by the literature written in the language they are studying.

The Foreign Language Competence for the Future Act, which I have introduced on September 28 with Senators Simon, Pell, Jeffords and Matsunaga, offers a comprehensive approach to the problems articulated by the international education community. S. 1690 would help improve the availability and quality of foreign language instruction. The legislation would, one, give States experiencing teacher shortages the resources to encourage students to major in a foreign language, and then to teach following graduation.

Second, it would provide resources to States to establish or expand institutes that would provide teacher training and retraining programs to foreign language educators, and finally, reinforce efforts to facilitate the delivery of foreign language instruction to smaller rural schools and encourage schools to coordinate foreign language programs to expand the availability of instruction in critical languages.

We must assist States in their efforts to tackle teacher shortages and to develop quality foreign language programs. More importantly, we must bolster State efforts to provide America's youth with the skills needed to make them not only citizens of this nation but also citizens of this world.

I was looking forward to chairing this hearing and listening to your testimony this afternoon. Unfortunately, I am required to attend two conferences, one on the budget reconciliation and the other on the State justice authorization bill, which is going to be meeting in this building. I hope to get back before the hearing concludes, but I've asked my colleague from Vermont, Senator Jeffords, to chair this hearing. I am also going to insist that he not try and pass any legislation in my absence, unless he wants to pass our two bills, in which case it is perfectly all right for him to conduct his affairs in that way.

Just as a personal note, we are very proud in Connecticut of the Glastonbury methods of foreign language instruction. They are well known by those who are students of foreign language training.

Second, I would like to share with my colleague here and with those of you in the audience, the benefits of someone who speaks a second language. I hesitate to say the word "speaks" because after spending 2½ years as a Peace Corps volunteer in Latin America—25 years ago—my language skills are fading a little bit. But nonetheless, I can just tell you what a difference it has made to me as a member of this body, the Senate, and as someone who chairs the Subcommittee on the Western Hemisphere, to be able to go to Latin America and to be able to conduct virtually every meeting I have in Spanish, to be able to meet with the press in that country and express my point of view in Spanish, and, to be able to meet with constituents, 10 percent of whom in my home State are Hispanic.

Just last Saturday evening I attended the 20th anniversary of the Casa de Puerto Rico. To be able to address the audience in my home State in Spanish that evening was an enriching experience for me just to even get ready for it.

The ability to do business, is enhanced dramatically by one's ability to be able to converse in a language other than our native one. So, I am particularly interested in the success of these programs, and I am excited about the positive results that these graphs indicate.

I will be anxious to hear your testimony, if only through what I am able to read and glean from the work that Senator Jeffords and now Senator Cochran, who has arrived, from Mississippi, will be able to acquire this afternoon as a result of this hearing.

My apologies to the witnesses who are going to be here today, I could not orchestrate and plan these conferences, so I'll remove myself at this point and turn the gavel over to Senator Jeffords.

Senator **Jeffords**. Thank you very much, Chris. I deeply appreciate your being here and I know that you are an enthusiastic supporter and you certainly have demonstrated that with your own life. One of my great failings in life is my failure to have a second language. I spent my time studying Latin, and it helped me learn English, but it didn't do much for me otherwise.

Senator **Dodd**. If my colleague would yield, having Jesuits in school, I had four years of Latin and Greek and I remember etching in my Latin books that Latin was a dead language, it killed the Romans and now it is killing me. [Laughter.]

But it was invaluable. I am a great advocate of Latin and I am sorry to say that the Jesuit school which I attended now has Latin not as a required course. Hard to believe anyone who has studied under the Jesuits that they would not insist that Latin was a mandated part of the curriculum. And frankly, when I could never think of the word in Spanish, if I could think of the word in Latin, I could get it by association. There is hope for you.

Senator **Jeffords**. Well, as a little further hope too, I couldn't introduce this bill without realizing I ought to commit myself to a second language and my wife and I are dedicated to doing that in Spanish, so hopefully I will be able to succeed.

Thad, did you have an opening statement?

Senator **Cochran**. Mr. Chairman, thank you. I just wanted to join you in welcoming the panels of witnesses who will be testifying at our hearing this afternoon. I am looking forward to hearing what they will say, and I know that it will helpful to us as we try to shape legislation to deal more effectively with some of the problems that we'll be discussing today.

I am also happy to that Jeanne Wells Cook from our State of Mississippi will be part of the second panel. But thank you very much for recognizing me for an opening statement, and I thank you very much for your courtesy.

Senator **Jeffords**. [Presiding.] Senator Simon, we worked for years on similar legislation in the House and I am hopeful that now we'll make some progress.

Opening Statement of Senator Simon

Senator **Simon**. I hope so, too. Let me just add, as you can see, we are making some progress in terms of enrollments, but we still have a long way to go. We still have the only Foreign Service in the world you can get into without the knowledge of a foreign language.

We are getting the State Department authorization bill; it is in conference right now. I have some amendments in there where we are going to make a little more progress in foreign language area. But whether it is in the field of business, diplomacy, or wherever, we just have a long way to go.

I was in Botswana about a year ago in the southern part of Africa. A fourth grader in Botswana has had 4 years of foreign language instruction, more than the average college graduate in the United States. We consider Botswana a developing country. You know, you wonder which is the developing country and which is not the developing country. And in terms of our own economy, there is just no question we are hurting ourselves.

Let me just tell you one story. In Bloomington, IL we now have the Chrysler Mitsubishi plant. It is called the Diamond Star plant. When all the final papers were signed and the officials of Chrysler and Mitsubishi came over to my office, I turned to the executive officer of Mitsubishi and I said, now that it is all signed, sealed and delivered, why did you come to Bloomington, IL? And he said, well, your State made a fine offer and it is a beautiful community.

And I said, well, that sounds very nice, but let's face it, a lot of states made fine offers and there are a lot of beautiful communities. Well, he said, there were two small things. He said one reason is that the Bloomington Chamber of Commerce for 25 years has had a sister city relationship with Japan. And he said, second, 2 years ago one of the Bloomington schools started teaching Japanese, and we felt we would be welcomed there.

Six thousand jobs, good paying jobs, incidentally, for a community, because they decided to enrich their community. And in addition to everything else, what we do to enrich ourselves culturally is so infinitely important.

This is the time, as you know Mr. Chairman, when we are having all kinds of meetings and I regret there is a very important meeting on acid rain that I am going to have to get over to very shortly. I am going to be able to stay for a short time only. But my lack of attendance does not indicate any diminished interest in this area that is so important to the future of our country.

Senator **Jeffords**. Thank you very much, Senator. Having worked with you over the years, as I say, in this area I understand your sincerity.

I certainly want to welcome the witnesses today. I know many of have traveled a great distance to come here to give us your views on the state of the foreign language instruction and how we might improve it. The last five or 6 years have seen a tremendous amount of activity, particularly at the State and local level, to reform our educational system. The catalyst for much of this effort was the publication known as "A Nation at Risk," which laid out in stark terms our educational failings.

Much of this reform has been designed to return to the basics, to ensure that students master the fundamentals of reading and communication and mathematics. This emphasis on fundamentals is important and proper, but the risk we run in regarding all other subjects as frivolous or unworthy of the same attention is a very dangerous one, and I think that would be a grave mistake. In my opinion there is no way that we can continue to be the world leader diplomatically or economically if we remain as ignorant as we are today of the critical languages and cultures outside of our own society.

In just over a month the President is going to be meeting with General Secretary Gorbachev in a presummit, and yet, in looking over some of the afternoon's testimony I was amazed to find that we only have 4 or 5 translators in this country that can adequately translate for the President.

My son once asked me what he should pursue in college, and my advice to him was, go into business and study Chinese. Well, I am afraid that he followed the first half but after one week he didn't make it with respect to the language, and I am sorry for that. But unfortunately, there are reasons for that, and these are the reasons that we have got to turn around. We have too many students and teachers and educators that are making that same choice of just not going into the languages. And we are not going to be able to comprehend, or let alone take advantage, of all the enormous change around the world unless we can understand that change without subtitles.

I am especially excited about the application of technology in foreign language instruction. We have seen great advantages in interactive software in both native and foreign languages instruction. Several years ago I was in Boca Raton and spoke to John Henry Martin shortly after the "Writing to Read" program came out for IBM. And I suggested to him that wouldn't it be interesting if in a developing nation where there was, from a western standard, illiteracy to see what would happen. And a couple of years later I ran into him and he said, you know, we took your suggestions and we went to the Zulu children in South Africa.

And he said, I was amazed they could learn to read and speak English right on a par with our own children as a time basis. He returned there and was made honorary chief, to show you the enthusiasm which accrued in that. I would say, unfortunately, I doubt if that experiment has been done again by the South Africans. I am afraid they may not have been as excited about it as I was, but I look forward to hearing the testimony today. There are a lot of exciting things going on and there is so much to do.

We are a nation at risk, a nation at risk of being overtaken by our ignorance in this area in particular, and I appreciate the appearance of all of you who have come today to enlighten us, so let me call the first panel.

Mr. Nicholas Daniloff, Mr. Ray Clifford, and Ms. Helene Zimmer-Loew, would you please come forward.

As a matter of procedure we'll listen to each of the statements and, as you know, our time, we do have three panels so if you would try to stay within the 5-minute limitation, and then we will allow questions from the members of the panel that are here.

Mr. Daniloff, welcome here. It is a pleasure to have you, especially since you have some relationship to my good state, and I deeply appreciate your coming to give us some of your words and certainly there is no one that understands better the need for us to be able to communicate than you do.

Please proceed.

STATEMENT OF MR. NICHOLAS DANILOFF, ASSISTANT PROFESSOR OF JOURNALISM, NORTHEASTERN UNIVERSITY, BOSTON, MA

Mr. **Daniloff**. Thank you very much, Senator Jeffords. The relationship I have to our State is that I am a free man of the State of Vermont, so it is a very direct relationship.

Let me just say that I am very pleased to be here and delighted to see Senator Simon again. I remember our conversations in Moscow when I was a correspondent there about the need for us to study Russian. And, of course, as you have all noted, that need has become greater rather than less.

Let me say that I am also deeply grateful to be here following that horrible incident of 1986 where I was arrested in retaliation for Gennady Zacharof's arrest in New York, and as I sat in La Fortova Prison scanning Pravda every morning I tried to divine whether relations between the two superpowers were going to go up or were going to go down, and fortunately, they went up. And the result of that is that there has been an enormous explosion of contact between the Soviet Union and the United States.

We have today, for example, exchanges of high school students with the Soviet Union, high school students, American students who are living with Soviet families. We have universities rushing to make agreements with Soviet universities. We have American businessmen seeking to get into joint ventures with the Soviets and tap into that gigantic Soviet market which is in desperate need of practically every type of consumer good that you can think of. And finally, and what affects our national security very directly, is that we are getting deeply into arms control negotiations with the Soviets.

Under the INF treaty we have several hundreds of Americans who are charged with investigating the provisions of that treaty. It looks as if we are going to develop a strategic arms treaty. That will be a nightmare to investigate, as I think you all know. There will be something like 2,000 different points that will need checking. And it is clear that we are going to need many, many American citizens who speak Russian, and understand Russian, and not only that, but who have some idea of Soviet psychology and some idea of Soviet history.

But when you look at our resources, when you look at the pool of Americans who know Russian, you discover that it is a very tiny pool. As a matter of fact, in any one year there are perhaps only 50,000 Americans studying Russian. That's about 38,000 in colleges, another 8,000 in high schools.

The equivalent figure on the Soviet side is about 4 million. In other words, 80 times more. And, of course, it is true that there are more teachers of English in the Soviet Union than students of Russian in the United States. There are about half a million teachers of English in the Soviet Union to about 50,000 students of Russian in the United States.

So it seems to me that something needs to be done to increase that pool. We are already discovering that because that pool is so small there are a very few number of Americans, native Americans, who are fluent enough in Russian to do an adequate interpreting job for the President of the United States. And it always surprised me as a correspondent for UPI and for U.S. News & World Report here in Washington, that the principal interpreters for the President and the Secretary of State tended to be persons who were born in the Soviet Union, who had come to the United States, who were naturalized American citizens. Because only they had the mastery of all of the nuances of the two languages.

So we must work on this problem. One of the difficulties, of course, is that Russian is a difficult language and it is very important, it seems to me, to start that training early. The Soviets start it in elementary school, in the fourth grade or earlier. They also have special language schools, which are schools with a particular emphasis on English. What I have discovered since I also learned Russian not at home—even though I come from an American Russian family, I learned it, as so many other Americans learn it—

that it is crucial to start early, because by the time you get to be about 14 your powers of mimicry somehow have diminished and you are no longer able to make the sounds correctly and you feel awkward when you are speaking.

So I think it is very important that attention should be given to the possibility of enlarging teaching of Russian in the United States down to the secondary and even the elementary level. And of course, when you are talking about teaching Russian at the secondary and elementary level you are talking also about teachers, teachers who have a great gift for relating to young students, who have a human contact. So that this bill, these bills which we are considering are very wise in paying attention to the situation of teachers, to the need to refresh their knowledge, to heighten their knowledge, to provide them with imaginative teaching aids, good curricula and so forth.

I will end my remarks there, merely to say that I am very supportive of this effort to increase the pool of Russian speakers in the United States, it is vitally important, both for commerce, for cultural exchange, and for our national security.

Senator **Jeffords**. Thank you very much. The next witness is——

Senator **Simon**. If I could just sneak in a word, because I am going to have to leave, and I really appreciate seeing Nick Daniloff again and appreciate his good work.

When you mentioned learning at an early age, fewer than 1 percent of our elementary school students are getting any kind of foreign language instruction. And second, when you talk about negotiations with the Soviets, I remember being part of the UN delegation one year at the UN, and we met with the Soviet delegation headed by Mr. Gromyko. Cy Vance was then our Secretary of State, and headed our delegation.

We went over there to the Soviet mission and worked through an interpreter. Not a one of us spoke Russian. I think I am correct in saying every one of the Soviet delegates spoke English, so that they had a chance to reflect before they had to answer our questions. I would love to get in debate with Jim Jeffords or Thad Cochran where I had that kind of an advantage over them, or anyone else. But we put ourselves in that posture time and time again in these international settings.

Thank you, Mr. Chairman.

[The prepared statement of Mr. Daniloff follows:]

PREPARED STATEMENT OF NICHOLAS DANILOFF

Mr. Chairman, members of the Subcommittee. Thank you for inviting me to appear today. I am pleased to testify in support of this bill to encourage the teaching of critical languages -- Japanese, Chinese, Arabic, Russian -- at elementary and secondary school level. The need of such support for Russian is acute. While Soviet-American relations are broadening and developing dramatically, the pool of Russian speakers in the United States remains miniscule. This fact obliges many Americans pursuing a wide range of interests with the Soviets to become dependent -- overly dependent I would argue -- on the other side's interpreters.

In any one year, approximately 50,000 students in highschool and universities are studying Russian in the United States. In the Soviet Union, the comparable figure is 80 times greater and stands at about four million.

It is often said the imbalance is so great that there are more teachers of English in the Soviet Union than there are students of Russian in the United States. In fact, according to the American Council of Teachers of Russian there are 10 times as many: half a million Soviet teachers of English in the U.S.S.R. to 50,000 students of Russian in the U.S.

This enormous disparity might not make a difference if the two superpowers were as isolated from each other as they were after we cut off contacts after the Soviet invasion of Afghanistan. But since the 1985 summit conference in Geneva between President Reagan and Mikhail Gorbachev there have been enormous changes:

--American highschools are now exchanging students with Soviet secondary schools, including homestays with Soviet families for the American pupils.

--Universities all over America are trying to negotiate agreements with counterpart institutions for undergrauate, graduate and faculty exchanges.

--Businessmen are rushing to Moscow to explore joint ventures and to try to tap into the gigantic Soviet market which is in urgent need of almost every kind of consumer good.

--The U.S. embassy in Moscow is sorely pressed for Russian-speaking personnel as it tries to cover political events and handle the visa requests of thousands of Jews, Armenians, Soviet spouses and relatives who want to emigrate to the United States.

--American news organizations want to open new bureaux and send travelling teams to cover the Gorbachev-era Soviet Union which is more open and accessible than any time since the 1920s.

Our deficiency in Russian-speaking personnel means that all too often we are forced to rely on Soviet interpreters. We are depending on their language abilities, often without the ability to monitor or second guess. This shortcoming can lead to unfortunate but honest mistakes. In the worst case, it can make us vulnerble to manipulation through linguistic trickery.

In one sense we are victims of our own success. The essential dynamism of American scientific research and industry has catapulted English over French and German as the world's primary international language. Added to that, our relative isolation as an island continent discourages us from plunging into foreign language learning from childhood.

The language gap in Soviet-American relations may not seem as threatening as the "missile gap" of the 1960s. However, it does have serious consequences. Consider:

--The pool of very fluent, native American, Russian-speakers is so small that only a handful -- literally only four or five -- might be able to qualify for the most responsible work of interpreting for the President or the Secretary of State. Indeed, in recent years, presidents have had to rely on interpreters who were born in the Soviet Union and emigrated to the United States as a result of the Russian Revolution or the Second World War. On occasion, U.S. presidents have relied totally on the Soviet leader's interpreter with the result they have come away from one-on-one meetings with incomplete notes.

--Because our language training is not extensive and continuous, many of our leading scholars on Soviet affairs are shockingly poor in spoken or written Russian.

--The federal government, I understand, has nearly 5000 positions which require Russian language skills, but has been able to recruit only a bit over 3000 qualified persons. This shortfall is serious for those offices charged with following Soviet developments closely. Lack of experience in the Soviet Union and close contact through the Russian language, can result in failures of understanding and consequent misjudgements.

--The Foreign Service has been so short on Russian-speakers, it has been trying to encourage interest in the Soviet Union by making Moscow assignments reasonably available to younger officers. To do so, the State Department has been circulating junior diplomats through the Moscow Embassy for short hitches -- about two years -- which is barely enough to get your feet on the ground.

--Among American correspondents in Moscow, only a handful have been able to field questions in Russian at Foreign Ministry press conferences, or interview officials by themselves, or devour the voluminous Soviet press without the help of a translator.

In my own experience, I have found that learning foreign languages has been a major benefit on various occasions. Although I come from a Russian-American family, I learned my Russian the hard way -- the way most Americans do -- in school and university. In our family, French, not Russian, was the common language.

Because I did acquire Russian, I was asked by UPI in 1961 to go to Moscow as a correspondent, and twenty years later, U.S. News and World Report invited me to become their Moscow Bureau chief. More recently, Governor Madeleine Kunin of Vermont asked me to help negotiate a sister-state relationship between Vermont and the Karelian

Autonomous Soviet Socialist Republic. And, now, my current employer, Northeastern University in Boston, is seeking assistance in strengthening its own Russian programs.

I am enthusiastic about helping because important changes are taking place in the Soviet Union and both sides need to know each other better. Russian is a key to excellent work being done by the Soviet scientists in advanced mathematics, theoretical physics, and space exploration. The Russian language opens up a rich literature and culture for any person interested in the humanities. Russian is an essential tool for any observer to understand the other superpower which, with the United States, bears so much responsibility for world stability.

Because I knew Russian, I was able to hit the ground running when I arrived in Moscow for a second long-term assignment in April 1981. No sooner had I arrived, than half of my Soviet staff went on vacation, something they had been planning under my predecessor. Nevertheless, I was able to go to the Butovo Customs House and get my many books and household goods out without their help.

I was able to make contact with Soviet dissidents and crypto-dissidents who were critical of the Brezhnev administration and were urging many of the major political changes Gorbahcev has since brought into effect. Some of my non-Russian speaking colleagues were forced to rely on Soviet-supplied translators when they tried to contact these courageous people, a situation which was awkward to say the least, and possibly dangerous for both.

Finally, because I knew Russian, and my family learned it too, we were able to enter into Soviet society in a way that many foreigners are not. Our son attended a Soviet school, we went to Parent-Teachers meetings, we acquired many Russians acquaintances, some of whom have become very close friends.

I believe it is very urgent we in the United States improve our teaching of Russian. Russian is a difficult language for the Anglo-Saxon ear because of its unfamiliar Slavic roots; its grammatical exceptions; its cases, and its verb system. But it is by no means impossible.

Russian pronounciation is best mastered, in my experience, when young people are 14 or under. Later, their power of mimicry seems to fade. A typical American student is likely to find beginning Russian relatively simple. But after a few months, he/she plunges into a no man's which seems to go on forever. The student will eventually emerge, but only if he has patience, time and a good instructor.

That's why it is important to begin the study of Russian as early as possible -- in elementary and in secondary schools. And that will require talented teachers who have, themselves, reached a high level of proficiency and have refreshed their knowledge by going to the Soviet Union. Furthermore, they must be supplied with imaginative teaching materials which take advantage of modern electronic technology, and are specially developed for children and young adults.

In conclusion, may I draw the attention of the committee to the fact that the Soviet Union has been teaching English in elementary schools now for decades. English is the number one foreign language to study in the Soviet Union. The Russians begin their English language training early -- in their fourth grade, and may be moving to even earlier grades. Their teaching methods are not extraordinary and probably not as impressive as our best approaches: a lot of repetition over many years. In the end, because they are dealing with large numbers, they are able to produce an outstanding cadre of simultaneous interpreters and translators. We will not match them tomorrow or even next year. But if we commit ourslelves to the task, we have every chance to improve our situation over the longer term. Thank you.

Senator JEFFORDS. Thank you.

Mr. Ray Clifford, provost of the Defense Language Institute of Presidio of Monterey, CA. Please proceed.

STATEMENT OF DR. RAY T. CLIFFORD, PROVOST, DEFENSE LANGUAGE INSTITUTE, PRESIDIO OF MONTEREY, CA

Dr. CLIFFORD. Thank you, I appreciate the invitation to address the Subcommittee. I think it might be of interest that I have not just worked for the Government in foreign languages, but have also taught German at the elementary, high school, and college level.

I want to address two systemic problems which have plagued foreign language teaching in the United States throughout our history. The first is that we have not had an operational definition of what it means to be fluent in a foreign language, and second, the educational system in the United States has never allowed enough instructional time for students to develop true competency in the foreign language.

For instance, three reports for the early 1940's which provided the models for today's public education curriculum.

These were "What the High Schools Ought to Teach," "Education for All American Youth," and "General Education in a Free Society." All left foreign languages out of their core curriculum proposals because foreign language courses took time which could more profitably be spent in other subjects. And because not enough time was then spent on foreign language instruction, World War II found our Nation unprepared. That might have been a boon for the foreign language profession, but it was not.

On the positive side, the quote, Army method of language teaching, which was created to meet critical war time needs, proved that given enough time, with select students, we could teach people to communicate in foreign languages, even Americans.

Unfortunately, the total study time required to learn a foreign language was not emphasized and all the general public noticed was that the Army was somehow teaching foreign languages in nine months. Even within the profession few noted that those 9 months included the class hour equivalency of 6 years of foreign language study. As a result, the profession at large suffered from the public perception that if the right method were used public schools, too, could teach foreign languages in 9 months.

In looking at this postwar period, William Riley Parker lamented, quote, "Nowhere in educational circles did anyone in authority propose that we now follow European example, or learn the main lesson taught by the 'Army method,' and allow sufficient time for language study to make its results meaningful."

The foreign language teaching profession was, of course, heartened by the recommendations of the recent Commission on Excellence in Education. However, I must state that the reality of our present situation is that compared to other countries, foreign language instruction in the United States has not only failed to attain excellence, we have yet to achieve mediocrity. We are faced with a continuing problem, the Commission on Excellence was not the first commission to look at how foreign languages are taught in other countries and decide that we needed to spend more time teaching foreign languages.

However, efforts in this regard have been hindered in the United States because, I believe, our ability to measure success using standardized performance criteria has been lacking. The profession has simply not been able to demonstrate in a coherent way what foreign language teachers all know, the acquisition of foreign language skills requires more time than the educational system in the United States currently allows.

There is, however, ample evidence that longer instructional sequences do result in increased proficiency. The basic Russian course taught at the Defense Language Institute in Monterey, California, for instance, includes 1,410 hours of classroom instruction, and provides in an intensive one year instructional program students with language skills comparable to those of language majors graduating in colleges and universities.

Traditionally in our academic setting the only available measure of a program's success has been student grades. And those grades have been assigned on an arbitrary or on a norm reference basis. The disadvantage of a norm reference definition of success is, I think obvious. No matter what teaching method is employed or the duration of the course, 50 percent of the students are going to be above average when compared to the other class members.

The unfortunate outcome of this simple statistical fact has been that without a criterion based definition of "better," the profession has been at the mercy of faster and cheaper initiatives trying unsuccessfully to teach foreign language skills in an unrealistic time frame.

The low levels of proficiency presently attained by American language students was highlighted in a study conducted by the International Association for the Evaluation of International Achievement, or the IEA study. The results of this study, which in many ways paralleled an earlier IEA study on mathematics, are both enlightening and depressing. For the United States, the major problem encountered in data collection was finding a sufficient number of high school students who had studied French for more than two years in order to provide a randomly selected group to compare against the other nations in the studies.

This fact is especially distressing in light of the study's major finding, which is the data in the present study suggests that the primary factor in the attainment of proficiency in French, and presumably any foreign language, is the amount of instructional time provided. That so few students in the United States study foreign languages, that instruction generally starts in high school rather than in the elementary grades, and that the standard instructional sequence lasts only two years, can largely be attributed to the historical factors which have shaped both our perceptions of the need for and the teaching of foreign languages. That this approach has not been recognized as inadequate is the direct result of our past inability to measure either the adequacy or inadequacies of our students' proficiency attainments.

The good news is that the capability to measure foreign language proficiency skills is now a reality. There are proficiency tests available, there are standards to refer to. As we look to the future the lessons of the past must not be forgotten. The foreign language profession is now better prepared to take on the challenges of the future than it has ever been, though much remains to be done. Excellence is only attainable where excellence has been defined, and wherever excellence has been defined the conclusion has been the same, we must find effective ways to extend the amount of foreign language instruction available to students. This is especially true for the foreign languages our nation needs to function internationally and to compete successfully in today's global society.

Thank you.

[The prepared statement of Dr. Clifford follows:]

PREPARED STATEMENT OF RAY T. CLIFFORD

FOREIGN LANGUAGE INSTRUCTION IN THE UNITED STATES: THE SYSTEMIC CHALLENGES

New instructional innovations abound in foreign language teaching today, and the quality of instruction is improving as teachers experiment and add to their repertoire of successful techniques and strategies. However, even the most successful of these innovations have not addressed the systemic problems which plague the field of foreign language instruction.

Although we may be reluctant to admit it, foreign languages have never been very visible in our nation's history. The Almanac of American History has no entries about foreign languages. The Almanac does report that in July of 1778, the first Congress moved into session. Shortly after convening, it created the first executive department for the new United States government, the Department of Foreign Affairs. But this visibility for "foreign" activities disappeared less than two months later when Congress changed the department's name to Department of State.

The history of foreign language teaching from the beginning has been one of continuing struggle. At first the struggle was against other languages. It took nearly a century for modern languages to replace ancient Greek and Latin in our nation's accepted academic curriculum. That was finally accomplished, but at a cost. To prove that modern languages were educationally challenging, we accepted a detached analytical approach to teaching, a two-year language sequence and limited instructional objectives. It seems that to convince the educational establishment that modern languages were as intellectually challenging as classical Greek and Latin, we had to make the content of these new courses as difficult as possible. Oddly enough, the more difficult the language learning process appeared, the more credibility the profession enjoyed. Thus, the broadly accepted objective of foreign language study at the time was clearly not to build communicative skills, but to discipline the intellect.

That led, even a hundred years ago, to some criticism. The following quote is from the preface of a textbook published in the year 1882.

> "In our times, when international commerce and intercourse is [sic] so costly increasing, our schools and colleges must aim at other and more practical results than heretofore were considered necessary.

> "It is no longer sufficient to teach the student the grammatical peculiarities of French and German, and to introduce him into the classic literature of these languages; but *the true end and aim of our linguistic education must be to actually speak the modern tongues, and to really be able to converse in them fluently and idiomatically*."
>
> "'The usual mistake,' says the New York *World*, in an able editorial on the study of modern languages, 'in America, throughout the majority of schools is that in studying a foreign tongue more actual study is put upon English and a formation of a smooth translation than in building up and acquiring the language in question. But whatever the faults of teachers or of the system, of one fact the parents and public are painfully assured, and that is that after years of study the scholars are still unable to speak and write the language and with difficulty can even read it.'" (Rosenthal, 1882. Emphasis in the original.)

Although I'm sure these words resonate with a majority of foreign language teachers today, there is no evidence that they had any impact on the profession at the time.

Despite classical teaching objectives and methods, foreign languages had firmly established themselves as electives in the public school curriculum by the beginning of the twentieth century. William Riley Parker reports that in 1915, almost as many high school students were studying modern languages (35.9%) as were studying Latin (37.3%). (Parker, 1961 p. 85)

Then World War I brought about dramatic shifts in the teaching of foreign languages in the United States. By 1922, the percentage of high school students studying German had dropped from a high of 24.4 percent to 0.6 percent. Spanish and French students had in part filled in the gap, but language study had received a definite set back. In fact, in that time frame -- during and shortly after World War I -- 22 states passed laws which restricted the teaching of foreign languages. In 1923, the Supreme Court overruled those laws, but an anti-foreign and anti-foreign language mind set was still apparent. (Parker, p. 85)

No sooner had this Supreme Court ruling opened the door, than the Carnegie-supported Modern Foreign Language Study closed it. The most influential portion of that study, the Coleman Report, found -- to no one's amazement -- that 83 percent of the students studying foreign languages in high school completed only two years of study. It also noted that colleges accepted those two years as sufficient to fulfill their foreign language entrance requirements. The "natural" conclusion drawn was that if only two years of study time were available, the schools should restrict themselves to the teaching of reading, which the report reasoned might be the one skill which could be developed in that amount of time.

Thus, the emphasis on reading and translation continued, and while foreign languages remained in the schools, they were effectively excluded from the high school core curriculum. Parker (p. 89) mentions three reports from the early 1940's which reinforced this secondary status of foreign languages: What the High Schools Ought to Teach, published in 1940; Education for All American Youth, published in 1944; and General Education in a Free Society, published in 1945. All of these left foreign languages out of their core curriculum proposals, because such courses took time which could more profitably be devoted to other subjects.

When World War II arrived, our nation found itself without citizens who could communicate in critical foreign languages. This realization could have been a boon for the foreign language profession, but it was not. On the positive side, the "Army method" of language teaching, which was created to meet critical war-time needs, proved that given enough time, with select students, we could teach people to communicate in foreign languages.

Unfortunately the total study time required to learn a foreign language was not emphasized, and all the general public noticed was that the Army was somehow teaching foreign languages in nine months. Even within the profession, few noted that those nine months included the class-hour equivalent of six years of foreign language study. As a result, the profession at large suffered from the public perception that if the right method were used, public schools could also teach a foreign language in nine months.

Our awareness of the need for foreign languages grew as improved transportation and communication systems made the world smaller, and enrollments continued to slowly climb until the early 1950's. Then Sputnik circled the globe. The National Defense Education Act of 1958 brought unprecedented publicity, increased enrollments, teacher workshops, federal funding, and increased respect for the profession. It was at this time that William Riley Parker published The National Interest and Foreign Languages. In looking at this post-war period he reports, (p. 92) "In a few universities, e.g., Cornell, the 'Army method' was hopefully adapted to academic teaching; in some institutions language instructors hopefully put more emphasis on speaking skills; 'language laboratories' were enthusiastically installed in a number of places. In most places, however, foreign language teachers settled back with a sigh to cope anew with their ancient, formidable enemy -- lack of time. Nowhere in *educational circles did anyone in authority propose that we now follow European example, or learn the main lesson taught by the 'Army method,' and allow sufficient time for language study to make its results meaningful*."

Despite this somber recognition of reality, Parker's view of the future was unabashedly optimistic. From the perspective of improvements that had already been attained under the National Defense Education Act, he ends his seminal work with some predictions about the future. One of those was, "Eight and ten year sequences of foreign language study will be common in the public schools." This has clearly not happened. He also predicted that, "The better colleges and universities will *require demonstrated proficiency* (not high school 'units') in a foreign language for entrance, and demonstrated proficiency in a *second* foreign language (often non-Western) for graduation." (p. 153)

Sadly, we have not made the progress Parker predicted, and our lack of progress is, I believe, directly attributable to a lack of ability to define progress. If Parker's latter prediction had materialized, the former would have come to pass as well. The first step in making progress is to define the goal, and the second step is to be able to measure our progress toward that goal.

The foreign language teaching profession was heartened by the recommendations of the recent Commission on Excellence in Education. (Gardner, 1983) However, the reality of our present situation is that compared to other countries, foreign language instruction in the United States has not only failed to attain excellence; we have yet to achieve mediocrity. Unfortunately, the recommendations in a A Nation at Risk are based again on student "seat time" and not on expected proficiency outcomes.

This is not the first commission to recommend an increase in the length of foreign language study. However, without the ability to measure success in standardized performance terms, the profession has lacked the credibility needed to follow through on these recommendations. The profession has simply not been able to demonstrate in a coherent way what foreign language teachers all know: The acquisition of foreign language skills requires more time than the educational system in the United States currently allows.

There is, however, ample evidence that longer instructional sequences do result in improved proficiency. Instead of teaching courses of limited duration to many students, government language schools provide extensive instruction to a reduced number of students. The basic Russian course taught at the Defense Language Institute in Monterey, California for instance, includes 1410 hours of classroom instruction. Classes meet six hours each day, and to provide opportunities for students to use the language, class size is limited to a maximum of ten students. This intensive, one-year instructional program continues to provide, as did its predecessor the Army Language School, graduates with language skills comparable to those of language majors graduating from colleges and universities. (Clifford, 1987)

Although their instructional programs differ, both government and academic programs operate in a world of constrained resources, and both are asked to demonstrate and defend the success of their programs. Although the terminology used is usually more erudite, success in instructional programs is invariably defined by one of the three criteria: Better, faster or cheaper. Unfortunately, budgetary pressures can force decision makers to ignore the "better" option in favor of "faster" or "cheaper." This danger is especially real when there is no working definition of "better."

Traditionally the only available measure of a program's success has been student grades, and these grades have been assigned on an arbitrary or norm-referenced basis. The disadvantage of such norm-referenced definitions of success is obvious -- no matter what teaching method is employed or the duration of the course, 50 percent of the students are going to be above average when compared to other members of the class.

The unfortunate outcome of this simple statistical fact has been that without a criterion-based definition of "better," the profession has been at the mercy of "faster" and "cheaper" initiatives trying unsuccessfully to teach foreign language skills within an unrealistic time frame.

The low levels of proficiency presently attained by American foreign language students was highlighted in a study conducted by the International Association for the Evaluation of International Achievement (IEA). (Carroll, 1975) The study is of unequalled scope and thoroughness as over 30,000 students of French, in eight different countries, were evaluated using standardized listening, reading, speaking, and writing proficiency tests. The proficiency scores were then analyzed using statistical regression techniques to determine the relationship between students' scores and instructional variables such as the students' aptitude and motivation, teacher skills, and instructional methods. The results of this study, which in many ways paralleled an earlier IEA study on Mathematics, are both enlightening and depressing.

For the United States, the major problem encountered in the data collection phase was finding a sufficient number of high school students who had studied French for more than two years to provide a randomly selected group which could be compared to students from other countries. This fact is especially distressing in light of the study's major finding.

Although significant correlations were found between student learning and some teaching variables, it was instructional time which had the greatest impact on student learning.

> "The data of the present study suggest that the primary factor in the attainment of proficiency in French (and presumably, any foreign language) is the amount of instructional time provided." (Carroll, p. 276)

That so few students in the United Sates study foreign languages, that instruction generally starts in high school rather than in the elementary grades, and that the standard instructional sequence lasts only two years can largely be attributed to the historical factors which have shaped both our perceptions of the need for and the teaching of foreign languages. That this approach has not been recognized as inadequate is the direct result of our past inability to measure the adequacy (or inadequacy) of our students' proficiency attainments.

The good news is that the capability to measure foreign language proficiency skills is now a reality. In 1981 the Interagency Language Roundtable, a consortium of government agencies with foreign language needs, published a set of language proficiency standards which now form the foundation for foreign language ability assessment throughout the federal sector. The

American Council on the Teaching of Foreign Languages (ACTFL), with funding from the International Research and Studies Program of the U.S. Department of Education, subsequently expanded these standards to provide more criterion levels for use in traditional academic settings and other situations which require increased incremental assessments of students' progress. The ACTFL Proficiency Guidelines are now widely used in the profession not only as a student proficiency scale, but also as benchmarks for curriculum development. (Clark and Clifford, 1988)

The availability of proficiency standards is already making a difference. Many states are using proficiency guidelines to set more realistic goals for their instructional sequences, and teachers are using defined proficiency outcomes to better communicate program objectives to students and parents alike. Program evaluation is now more meaningful, and research into second language acquisition has benefited from the existence of a common metric against which experimental results can be judged.

As we look to the future, the lessons of the past must not be forgotten. The foreign language profession is now better prepared to take on the challenges of the future than it has ever been, but much remains to be done. Excellence is only attainable when excellence has been defined, and wherever excellence has been defined, the conclusion has been the same: We must find effective ways to extend the amount of foreign language instruction available to students. This is especially true for the foreign languages our nation needs to function internationally and to compete successfully today's global society.

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Senator **Jeffords**. Thank you. Ms. Zimmer-Loew?

STATEMENT OF HELENE ZIMMER-LOEW, PRESIDENT, JNCL-NCLIS, CHERRY HILL, NJ

Ms. **Zimmer-Loew**. Thank you for the opportunity to appear before your committee on behalf of the Joint National Committee on Languages. I am going to organize my remarks around two major points, the ones cited by Senator Dodd just before he left.

A decade ago we Americans would not have compared ourselves to anyone in the firm belief that we were at least equal if not better than other nations and that such comparisons were irrelevant. Today we not only compare ourselves academically among the 50 States, the so-called "wall chart," but we are also busily seeking comparative statistics on how much children and young adults of various nations know about math, science, geography and other key subjects. Hardly a month goes by without reading—and I just read another article this morning—showing that American kids are dead last or 14th or 15th in some other discipline.

In the realm of first and second language study among students in other industrialized nations—I'm going to concentrate on German, which is my area of expertise—there are, for example, at this very moment 750,000 students of German in Japan, 730,000 in Korea. In the United States we have 450,000 at best, and that is their first foreign language.

What do the educational policymakers and businessmen in those Asian countries know that we don't? They certainly don't share borders with German speaking nationals, that old chestnut of on excuse that we use to explain why Europeans learn languages so well, a better one than the miracle of genetic engineering attributed to others who supposedly are more capable of learning languages than Americans.

And what about the 9.5 million high school students, or about 23 percent of the secondary students in the Soviet Union, learning German? There are 75,000 teachers of German alone in the Soviet Union. Half of the students in Czechoslovakia are learning German. That's a quarter of a million; 450,000 Poles, approximately 32 percent of that population. I could go on with the statistics from France and Norway and Sweden and so forth, and these for the most part are students learning a second language.

We must make language study and teaching more attractive to our students, and I think some of my colleagues on this panel and those coming will talk about that in more detail.

Perhaps more troubling—and you see the chart to my left above here—is the teacher shortage. Not so pending.

A study commissioned by the Southeastern Educational Improvement Lab sites the following hard data, and I quote: "Between now and 1993 due to increasing enrollments"—and a birth rate, by the way, that should top 4 million children this year alone, back to the baby boom numbers—"retirements, and other causes of turnover, our schools will need to hire one million new teachers." Between 1966 and 1985 there was a 71 percent decline in the number of college freshmen who intended to pursue a teaching career. Specifically, the number dropped from 21.7 percent to 6.2 in 1985. The number has drifted up, the word is starting to get out, but to properly staff our classrooms in the coming years the teaching profession will have to attract 23 percent of the next 5 year's college graduates.

A shortage of foreign language teachers, as we already know, has been reported in 31 states. Teachers are being imported from Belgium, West Germany and France to fill these positions. Another major concern, teachers often serve as role models for the next generation of teachers. Many teachers choose to teach because they identify strongly with their teachers while students. Today's teachers, however, have become negative recruiters, telling their students through actions and words, don't become a teacher.

The Second Gallup/Phi Delta Kappa Poll of Teacher's Attitudes Towards Public Schools, conducted this spring, showed that more often than not members of the teaching profession say that they would not like their own sons and daughters to take up teaching as a career, a condemnation that I think we must recognize.

This bill contains all the elements to effect the needed changes in the levels of competence, pride, and eventually confidence among our in-service teachers. Eventually, through the contact with their students and, we hope, the recruitment of the next generation of foreign language teachers, we will make a difference with this bill. Passage and funding of the bill's provisions will help to strengthen pride and professionalism through the development and strengthening of skills of those who are fortunate enough to participate in its programs.

This hearing in itself is a morale builder as word of the bill and the prestige of its sponsors and supporters becomes better known to the language teaching community through our Joint National Committee on Languages network.

I want to thank you again for the opportunity to offer comments on this critical piece of legislation, and one I feel is a model for other disciplines as well.

Thank you.

[The prepared statement of Ms. Zimmer-Loew follows:]

PREPARED STATEMENT OF HELENE ZIMMER-LOEW

In preparing my presentation for today, I reviewed testimony by many distinguished foreign language and international studies supporters on behalf of H.R. 3231, the National Security and Economic Growth through Foreign Language Improvement Act of 1981, two years after the publication of the report of the President's Commission on Foreign Languages and International Studies "Strength Through Wisdom."

We have advanced many miles since that time, an era we might entitle "A Decade of Progress" or "The Growth of America's International Awareness." After nearly two decades of statistics showing steady declines in foreign language study, we can now point to a few encouraging signs: startling increases in overall numbers, rapid growth in the number of students of the less commonly taught languages such as Chinese and Japanese, new interest in elementary school foreign language programs, and the growing demand among the American public especially gatekeepers such as the governors and many business leaders for foreign language study, international studies and geography in the curriculum of every American school. What has made the difference in the past ten years ? Stark reality and hard experience. For a society that places such emphasis on winning, our record of late is nothing short of alarming. Statistics provided by the U.S. Department of Commerce show that in 1960 we had an 18% share of world exports. Twenty-five years later that figure had shrunk to 11.9%. From 1969 to 1985 we managed a meager 0.7% increase in labor productivity per worker. Europe's corresponding increase was 2.3% and Japan raced ahead with 4%. A report entitled "Economic Competitiveness and International Knowledge," prepared by the New England Board of Higher Education, revealed that the United States has been losing its market share in eight of the ten largest technology-intensive manufacturing industries. Foreign companies now produce nearly all the video cassette recorders sold in the United States, two-thirds of all the shoes and nearly a third of the automobiles. Where we once were the world's largest creditor nation, we are now the world's leading debtor nation. This kind of performance can mean lost jobs, lower standards of living, economic and social dislocation.

More and more Americans have had to travel beyond their local, state, regional and national borders psychologically and physically to compete, to survive, to learn. There are few Americans who today would argue against the fact that all nations of the world are indeed interdependent and that the basic skills needed to compete must be provided as soon as possible in the American educational system. These basic skills after decades of including only the 3 "R's" now encompass foreign language study as well.

We now not only compare academic competency among the states (the (in)famous wall chart), we are also busily seeking comparative statistics on how much children and young adults of various nations know about math, science, geography and other key subjects. Hardly a month goes by without a headline showing that in yet another academic discipline, American kids are dead last or fourteenth of fifteen nations.

In the realm of foreign language study (and I'll cite figures closest to my professional field), there are 750,000 students of German in Japan, 730,000 in Korea and 250,000 in Indonesia. In the United States, there are 450,000 students of German at all levels. What do those educational policy makers and businessmen know that we don't? They certainly don't share borders with German-speaking nationals - that old chestnut of an excuse used to explain why Europeans learn second and third languages, but perhaps a better one than that miracle of genetic engineering attributed to Europeans who are supposedly more capable of learning languages than Americans. Why are 9.5 million high school students in the Soviet Union learning German (with 75,000 teachers of German alone)? Because German is the bridge language between eastern and western Europe, not so much because of frequent tourist travel - although that may change soon - but because of business and the need for direct communication.

It is interesting to note that Senator Dodd in introducing the bill notes that the measure attempts to meet two of the goals established by the Democratic leaders of Congress, i.e., to "annually improve the foreign language performance of American students until our students exceed the performance of students from other industrialized nations" and to "alleviate the pending teacher shortage."

Ten years ago such international comparisons, especially if Americans were not excelling, would have been declared un-American at best or irrelevant at least.

The American international excellence/competence movement began with "Strength Through Wisdom," caught fire with several congressional acts, such as the Education for Economic Security Act, and the Education for a Competitive America Act and then with several governors, especially in the southeast, who saw a strong educational system as a key to the economic survival of their states. We are all aware of the Southern Governors' Report on International Education, "Cornerstone of Competition," and the "America in Transition - The International Frontier" from the National Governors' Association.

Recently at the governors' education summit called by the President, the assemblage agreed to "establish a process for setting national education goals, to seek greater flexibility and enhanced accountability, to restructure the educational system in each state, and to report annually on progress in achieving those goals." The governors agreed that "By performance we mean goals that will, if achieved, guarantee that we are **internationally competitive**..." (emphasis mine)

The statement goes on to discuss the role of the federal government in this commitment to restructuring education in all the states which includes a major focus on "an education system that develops first rate teachers and creates a professional environment that provides real rewards for success with students..."

The public and political support for international studies and foreign languages and the concern of the business community have been expressed and action is being taken in many areas.

But who shall teach in these new and expanded programs? We now come to Senator Dodd's second goal, dealing with the teacher shortage. A study commissioned by the Southeastern Educational Improvement Laboratory and conducted by the South Carolina Educational Policy Center (SCEPC) cites the following hard data: "Between now and 1993, due to increasing enrollments, retirements, and other causes of turnover, our schools will need to hire over 1 million new teachers. Between 1966 and 1985, there was a 71 percent decline in the number of college freshmen who intended to pursue a teaching career. Specifically, the number dropped from 21.7 percent in 1966 to 6.2 percent in 1985. That number has now drifted up to 8.2 percent. But to properly staff our classrooms in the coming years, the teaching profession will have to attract 23 percent of the next five years' college graduates." A shortage of foreign language teachers is already being reported in 31 states.

There has been much written about the need to increase teacher salaries and to identify young adults already at the high school and early undergraduate level, in order to encourage them to choose a teaching career. This study focused on the career expectations and perceptions of a large number of high school sophomores. The findings are bleak - the students are acutely aware of the poor conditions under which teachers work: the boring, routine work, the lack of autonomy, poor pay, and the lack of advancement (once a teacher, always a teacher).

We now must confront another reality. Teachers are often an effective conduit for delivering information to students; they also serve as role models for the next generation of teachers. Dan Lortie, in his sociological analysis of the teaching occupation, concluded that many teachers chose to teach because they identified strongly with their own teachers while students. Other research shows that the teacher-mentor role is such a powerful recruitment tool that many teachers generally end up teaching the same grade level or discipline in which they were influenced as students. In the good old days, teachers, including yours truly, prided themselves on how many new recruits we brought into the ranks, guiding them along the way through college and their first position.

Today's teachers, however, have become negative recruiters, telling their students through actions and words: "Don't become a teacher." The Second Gallup/Phi Delta Kappa Poll of Teachers' Attitudes Toward the Public Schools conducted in spring 1989 showed that "more often than members of the general public, teachers say that they would not like their own sons and daughters to take up teaching as a career."

The students surveyed by the Southeast Study had heard nothing of state and federally funded incentives to make teaching more attractive such as college loan programs, merit pay, increased salaries, loan forgiveness, perhaps a sign that most teachers were unaware of these programs.

By being placed in the spotlight at a high level of importance in the education of every student, the teacher of foreign languages will gain the perceived security that what one has chosen as a career is valued by others. The critical importance attached to foreign language study, in turn, will filter down to students through the teacher-role models who daily demonstrate an almost infectious interest and enthusiasm for their work.

In order to convey the importance of a subject, the teacher should possess the highest level of expertise and depth of knowledge possible. Many teachers need that summer of study, that contact with others in their field in an academic environment. Confidence breeds confidence.

This bill contains all the elements to affect these changes in the levels of competence among our teachers and eventually through their contact with their students, and we hope, the next generation of foreign language teachers: Summer foreign language institutes, foreign language loans, institutes which bring foreign language personnel and world trade councils together, demonstration grants for distance learning which will reach small and rural schools, and demonstration grants for critical and area studies at the elementary and secondary schools.

These are all tremendous incentives for those already teaching and those ready to be influenced. This hearing in itself is a morale builder as word of the bill and the prestige of its sponsors and supporters becomes better known to the language teaching community through our Joint National Committee on Languages network.

Passage and funding of these provisions will help to rebuild pride and professionalism through the development and strengthening of skills of those who are fortunate enough to participate in its programs. Strong content knowledge also enhances a teacher's professional judgement and confidence. The heady contact with members of the international business community will also validate the worth of the foreign language teacher.

Achieving the two major goals behind this bill is of great importance to our entire educational system as well as to many specific economic needs of our country. The bill deserves the highest level of support.

Senator **Jeffords**. Thank you very much. I deeply appreciate all of your testimony.

Dick, I must say I watched your interview with Jack Beery on Vermont Educational Television and it was a very fascinating and interesting interview.

My question to you is, I think we obviously all agree that we are what you call a language lazy nation. How do we get people to understand the need here? You mentioned the statistics. Well, those statistics can be turned right around and say, well what do we need to bother to learn English for, we got 4 million Russians that know it, I mean, so why bother, they should all learn English, which is sort of the typical kind of attitude that we have.

How do we communicate this need? What would your suggestions be?

Mr. **Daniloff**. Well, let me say that in a way we are the victims of our own success, because the English language is a dynamic language. It is backed up by an industry and technology of the United States which the whole world is interested in. So there is an enormous incentive throughout the world to learn English.

However, if we don't do something about learning Russian—and I am addressing only the Russian issue here—it is not going to be a good situation, because we are going to make ourselves dependent upon the Soviet side for the interpreting that has to go on when there is dialogue between the two sides. In fact, I am sure you are aware that President Nixon at one point was criticized for some of his one-on-one meetings with Mr. Brezhnev because he depended in those very intimate meetings on the Soviet interpreter. That meant one, that we didn't necessarily—couldn't be sure that he was being interpreted correctly, and second, that he came away from the meeting without the notes that the interpreter takes for his side. And so his knowledge of the actual intimate details of what had just been discussed might have been a bit faulty. That's by the way.

How to stimulate that interest which will get the ball rolling? Speaking to professors at my university at Northeastern in Boston, the very strong impression I get is that academic exchanges at graduate level, undergraduate level and also at high school level are key to this whole process, because when a student is taken out of the somewhat dull academic classroom and thrown into a different society where he has to really rely on that language, he either sinks—he or she—either sinks or swims. And in general those exchanges have been very powerful in generating interest within the home community, within the home institution. So I think that that is an area where it would prime the pump, so to speak.

Senator **Jeffords**. Dr. Clifford, Ms. Zimmer-Loew, how could I get 51 members of this great body to feel excited enough to vote for this bill?

Ms. **Zimmer-Loew**. Send them abroad. No, I certainly would echo Mr. Daniloff's support of study abroad, at the earliest possible time, too. Whether it is for languages or for the culture, there should be much more support of high school programs. I think of the USIA programs that now support a Japan-American exchange, and, of course, the Congress Bundestag exchange, which I am sure you are all aware of. Starting at the earliest age possible when one can move young people across oceans is certainly one of the ways to go.

And the other would certainly be in any college program to have an international core, one that would require a semester of study, no matter what you were majoring in, abroad. And I could see that as a national commitment. There would be no one who was in a college, at least on the college level, and we have many people in our professions—I'm thinking of the military here which Dr. Clifford I am sure will address—but certainly our college people, our leadership should be sent abroad at one point and should be supported in some substantial way, either on the state level or on the national level, so that they can go abroad, that we wouldn't have generations of people who say all you need to know is English. We have to send them there, wherever "there" is.

Senator JEFFORDS. Dr. Clifford?

Dr. CLIFFORD. I think a key point is information access. The fact that other people speak English does not give us access to their information. We then only learn what they choose to tell us.

Senator JEFFORDS. Senator Cochran?

Senator COCHRAN. Thank you, Mr. Chairman. I think that this panel has really done an excellent job in highlighting the importance of what we are reviewing today. And when Nick Daniloff was testifying about his experience in scanning over Pravda as he was held by the Soviets there for that period of time, I was thinking about the recent exchange we have had just with the Soviets. Their newly formed parliament sent a delegation to visit the United States Senate and we had a day or so of opportunities to visit with these individual members of their parliament.

But I felt at a great disadvantage in trying to just engage in the exchange of pleasantries when the delegation was on the floor of the Senate. They all spoke English very nicely—I think there was one exception, one of their members did not speak English—but none of our Senators, I think, spoke Russian. And certainly when they were traveling to Kansas, I know Senator Dole was telling me about some of the experiences they had in Dodge City, Kansas, and what a great success it was in terms of getting to know these members of parliament personally, but how everybody they contacted spoke English only. Very few people spoke Russian.

So I think it is just another example of why it is important for us to think about these things and start trying to figure out what we are going to do to make changes and improve our language capabilities as a nation. And as a Congress.

I was interested in Ms. Zimmer-Loew's comments about the Congress Bundestag exchange and how that might stimulate the appreciation and understanding of the use of German by Members of Congress, and the travel abroad which you advocate, maybe those who describe these events as junkets will rethink their descriptions, but maybe not, either.

But it is an interesting challenge that we do face. I don't know that there are easy answers to it. In looking at the bill before us that Senator Dodd as introduced, there are some demonstration programs, some grant money that would go out, I presume, to States. This is a $10 million bill, as I look at it. That it is a very modest contribution.

Is it more important for us to do what we are doing today, and that's really to try to focus the attention of the nation and particularly Members of Congress, and educators, on the problem and try to search for answers, to develop a consensus for action. I don't think the Federal Government really can do it by itself. With the constraints on our budget, you know, look at that. With the pressures for spending and all kinds of programs.

It is really difficult to realistically come up with a program that is going to make more than just a small bit of difference here. And I wonder maybe should we turn more to the private sector? I am thinking of organizations. I was a recipient of a Rotary Foundation fellowship once upon a time. There are other fellowship programs, there are other scholarship programs and exchanges that are really paid for by groups, organizations other than government that do a great deal of good.

What are your comments about this? Should we try to channel some of our efforts through the private sector? If we just look to the Federal Government to take care of this problem I am afraid it is not going to be addressed.

Mr. **Daniloff**. I think probably it has to be a partnership between the Federal Government and all the other levels of society. When it comes to Russian it seems to me there are some very compelling reasons for the Federal Government to be involved. One is the issue of not producing enough high level, really well qualified interpreters. Another is the issue of strategic arms accord verification and the vast need for Russian speakers that that is suddenly going to produce.

So I think that there is a real reason for the Federal Government to be involved in this. Obviously, those Federal funds are going to come down to probably some private institutions and therefore that is going to be a partnership there and it is going to be very important for those funds to be centered to institutions which are capable of producing the type of well qualified, effective training for secondary and, hopefully some day, for elementary school students. So I foresee a real partnership between those two areas.

Senator **Cochran**. It occurs to me that most of the standards for curriculum and the like are set at the State or local level. The local school is a great influence. The State is basically in charge of deciding what is or isn't taught, or should or shouldn't be taught in the schools, and I frankly think that ought to stay that way. I don't think the Federal Government ought to be trying to tell public schools throughout the country what ought to be in the curriculum. So I have that bias to start with there.

But how do we then encourage from the Federal level states to upgrade their standards, their requirements, for foreign language study? I am all in favor of the states having very much improved emphasis on foreign language study. I agree with everything that you have all said. Should we try to have some minimum Federal standards? Are you going to suggest that?

Ms. **Zimmer-Loew**. That certainly would be—and I think that's the way things are going after the governors conference. There seemed to be agreement among the governors and in their final paper that that's exactly what they are going to aim for, with international competency as a major goal. All the basic skills that people talk about are aiming toward this international competency, which all the governors who have certainly done an enormous amount. In fact, the chart that you see reflects major efforts by quite a number of governors who realize the international competition that is needed to bring their states up to par.

The partnership that Mr. Daniloff talked about is important, but I feel that the leadership of the Congress, always there—with funding, of course—but always saying, this is a national need, this is a national crisis, we are willing to put seed money into programs and let the states and private industry take it from there.

I think that is the ideal partnership, because you totally agree with you, Senator Cochran, that education is in the hands of the state, having been an official of the State Education Department in New York for a number of years, I couldn't agree with you more.

Senator **Cochran**. Thank you.

Senator **Jeffords**. Thank you. Nick, can you give us an insight into what led to so many Soviets taking English? I assume that is the opposite of the policies which Senator Cochran was talking about. Would you have any idea what led to that?

Mr. **Daniloff**. Well, there is, I think, a joke in Russian which says are you an optimistic or are you a pessimist, and if you are a pessimist you study Chinese and if you are an optimist you study English.

The fact is that English is the number one foreign language of choice in the Soviet Union, and I would say the reason for that is because the Russians look on the United States as a very particular sort of country. It is different from other countries. It is a continent-sized country. It is a country which has—a nation, a society—which has been unusually successful. And there is a hidden feeling in the Soviet that if we Soviets weren't as overly regulated as we are, we could be as successful as the Americans.

There is a very curious love-hate relationship there, but in the end it seems to me that the real reason is the dynamism of American scientific research, technology and industry, a dynamism which we may be in danger of losing, incidentally. But traditionally that has the great magnet. English in the Soviet Union is one of the those tools that leads you to a better life.

Senator **Jeffords**. Thank you. Senator Dodd has some questions that he would like me to ask also.

Dr. Clifford, the Defense Language Institute may be the nation's premier language school—I might question that living near Middlebury College—but it seems to me that you have a unique laboratory there in Monterey and that there is much that we can learn from you.

How much sharing goes on between the DLI and the foreign language teaching profession or other academic institutions?

Dr. **Clifford**. I would say that the last 8 years there has been a tremendous amount of information sharing back and forth and both sides have benefited. I can answer too that any materials we develop are, of course, in the public domain and available to foreign language teachers for the cost it takes to produce them. But we do go beyond that with sharing of research results and have an invitational research program.

Senator **Jeffords**. Thank you. Ms. Zimmer-Loew, you characterized the 1980's as the decade of progress. Has this progress and growth in foreign language study created new problems and challenges for your profession for the decades of the 1990's?

Ms. **Zimmer-Loew**. Yes, it certainly has, and you see that reflected in the charts. We are a victim, I think in many ways, of our success. The fact that we are gaining enormous enrollments, particularly in the so-called less commonly taught languages, and we don't have enough qualified people to teach them, is indeed one of those problems when you do make progress.

We were perhaps ahead of ourselves, people listening to us and others, and we are now faced with an enormous catch-up that has to be accomplished in a relatively short time if we are to deliver what we promise, and that is more competent American speakers of various languages from the commonly to the less commonly taught. So yes, indeed.

Senator **Jeffords**. How will these bills, S. 1690 and S. 1540, support the growing efforts of foreign language educators? What has the field already accomplished in this area?

Ms. **Zimmer-Loew**. Well, I was very pleased to see the final draft recently of the American Association of Teachers of French Teaching Standards. That is a competency based set of rules, if you will, what is has expected of a French teacher. And the other step that the profession has already taken a major forward movement on is the area of quality or determining the quality of teacher education programs. The American Council on the Teaching of Foreign Languages has done that.

In addition, Dr. Clifford mentioned proficiency and the proficiency standards that we now can point to and say, yes, this person speaks at a certain level. So we are, I think, at the cutting edge among other disciplines for the movement, which I feel is absolutely necessary to fight, if you will, this lack of interest on the part of our young people to become teachers. And that is professionalization of education. We are faced, I think, with a window at this point. The National Professional Standards Board, which I think you are all aware of, is moving ahead very quickly to establish the standards, not just the overall standards which they have accomplished, but now in each of the disciplines.

And I feel that the language profession is ready to move in that direction. What we need is many more institutes, the summer institutes and others like them, sponsored by professional associations, by states, by universities, by school districts, that will bring the foreign language teachers presently in service to the status where they can achieve those professionalization standards that are being set. And then there are those who have to be enticed out of what is described as a boring, routine, lack of good salaries, lack of achievement, lack of advancement type of career that teaching is depicted by the students today.

So, indeed, the summer institutes and other such events, if you will, sponsored by numerous organizations will make a difference and are already making some difference toward that professionalization, which is absolutely necessary to solve this problem of teacher shortage. We have to make teaching attractive, and that's the only way to do it.

Senator **Jeffords**. Thank you very much, all of you, for excellent testimony, and very helpful to us. And hopefully we will now be able to move the bills without any opposition whatsoever.

Our next panel is Ms. Jeanne Wells Cook, a language arts specialist, which I will allow my good friend to introduce, and Ms. Margaret Dyer, the Deputy Director of the University of Rhode Island Urban Field Center, Providence, RI, and Ms. Christine Brown of the Department of Foreign Languages, Glastonbury Public Schools, Glastonbury, CT.

Senator Cochran, do you wish to make an introduction?

Senator **Cochran**. Thank you, Mr. Chairman. I do want to extend a special welcome to Jeanne Wells Cook who is here today as a member of this panel. She is the language arts specialist for the State of Mississippi. She works for the State Board of Education and encourages cooperation among our teachers in Mississippi in the foreign language area. But she also has duties that include English language arts as well as foreign language arts. She is doing a very good job getting this area of interest advanced to a high level of priority in the State of Mississippi.

I think you will find from her testimony that our State faces some special challenges in this area because of shortage of teachers who are qualified to teach many of the foreign languages. But we are happy to have her with us today, and I personally appreciate her taking the time and making the effort to come to Washington and share her thoughts and experience with us. She has had experience as a teacher at the high school level and at the college level. She has taught French, she has taught English, she even taught math, so that shows you something of her versatility.

And we welcome you to the hearing today.

STATEMENT OF JEANNE WELLS COOK, LANGUAGE ARTS SPECIALIST, MISSISSIPPI STATE DEPARTMENT OF EDUCATION, JACKSON, MS

Ms. **Cook**. Thank you, Senator Cochran. It is indeed a privilege to be with you today and speak on behalf of foreign language instruction, and it is an honor to be introduced by Senator Cochran, who is a fine friend for progress and education in Mississippi.

Mississippi has experienced a great deal of progress in the past decade or more. Part of that progress has been seen in education reform. But Education reform has not specifically addressed foreign language instruction. So for us this legislation could have a great impact on Mississippi as well as on the other states that have foreign teacher shortage. To understand our circumstances you have to realize that Mississippi is a rural State, over half the population live in small towns and communities of less than 2,500 people.

It is indeed challenging to find qualified foreign language teachers for these small communities. We have 361 foreign language teachers. Last year we had 23,802 students of foreign languages. Three-fourths of our of high schools do offer foreign language instruction, yet a third of these offer only 1 year in one foreign language. For example, Kilmichael High School offers Spanish 1, and that's it.

So this means that fully one half of our high schools need expanded opportunities to study foreign languages. So granted, we need more foreign language teachers, but where do we get them? A year before last, 1987-88, the universities graduated 31 people with bachelor's degrees in foreign languages, and this is out of over 7,000—31. An additional 10 were graduated with master's degrees in foreign languages. This is simply not enough. I am sure other states are experiencing shortages such as this.

You see, we believe also that foreign language study is very important. We know it is a national priority, an economic priority, and for Mississippi there is even a more pressing need. The universities are discussing raising entrance standards to include foreign language study, and we expect that within 5 years, if not sooner, that this will be the case. But where do we get out teachers for that?

Remember, one half of our high schools are offering two years or more of foreign languages right now, so the STAR school program, foreign language instruction by satellite, has been very exiting for Mississippi. It meant for the first time Houlka High School had the opportunity to offer foreign language instruction, and that foreign language was Japanese. So we urge you to continue the funding to make this available to our high schools, but further measures are absolutely necessary.

I have talked with many of our foreign language teachers in Mississippi, with university professors, and they suggest these measures for improving foreign language study in Mississippi. And I think you will note how many of them address the same legislation that you have presented. They suggest more teacher retraining programs such as institutes that would include immersion experiences in the foreign language, the use of technology, and opportunities for foreign language travel, overseas travel, as our previous panelists have already referred to.

We need scholarships and grants for our present teachers for advanced study as well as to award exemplary teaching. We need partnerships between the high schools and the universities, funds for professional travel, cultural enrichment for the students, and the purchase of equipment and materials, the provision of bibliographies and other resources.

This makes the profession more attractive, and that's one way to attract more teachers, but we also need scholarships, teacher incentive grants. This would go a long way toward bringing new teachers into the profession. Perhaps even a clearinghouse or a job bank to try to match people who have the ability to teach foreign language with those areas who are looking for foreign language teachers.

We cannot overlook the importance of the endorsement that you, our leaders, make in the study of foreign language, and this is important also on the local and the state level as well. The more the students hear the importance of study, I think the more they will be attracted to it.

I respectfully remind you that there are virtually no Federal funds available for elementary and secondary schools at present. The Title II funds were eliminated for foreign language study, and while we are very grateful for the Foreign Language Assistance

Act and the support, the language of that bill, there is no funding in it for our elementary and secondary schools. So this legislation could have a great impact, it could improve foreign language instruction for our students and for our teachers as well as.

Language is power and without knowledge of a foreign language our students are left powerless in a global community. I wholeheartedly support this legislation and thank you for your attention, your time, and most of all your support.

[The prepared statement of Ms. Cook follows:]

PREPARED STATEMENT OF JEANNE WELLS COOK

Senator Dodd and other members of the subcommittee, it is a privilege to appear before you today. Mississippi has made remarkable progress racially, economically, and educationally in the past fifteen years. This progress was made with the financial resources available. Senator Thad Cochran has played a central role in these improvements. He has been a friend of progress, and for his efforts Mississippi is grateful.

Mississippi is no stranger to foreign languages. At one time in the state's history, French and Spanish were the dominant languages. Even now, the Mississippi Department of Archives and History, in cooperation with the State Department of Education, has begun projects to develop high school French and Spanish readers based on early colonists' letters and other documents. The project was initially funded by the Mississippi Humanities Council. To make these texts available to students, additional funding sources will be necessary. Foreign language instruction is of interest to the state.

Mississippi is committed to improving educational opportunity and quality. The state's commitment resulted in the Education Reform Act of 1982. Today educational progress continues. Dr. Richard A. Boyd, State Superintendent of Education, strives for improved standards and accountability. The Mississippi Legislature has provided increased funds to schools from kindergarten through college. And Governor Ray Mabus on October 25, 1989, proposed additional reform legislation to further upgrade educational quality.

Yet educational reform has not directly addressed foreign language instruction. Despite advancement and a commitment to education, Mississippi has a foreign language teacher shortage and a need to improve students' and teachers' foreign language competence. To meet these needs will require greater support for foreign language education.

The present state of foreign language instruction. More than half of Mississippi's population lives in rural areas or small towns of less than 2,500 people. Finding a foreign language teacher for towns like Baldwyn or Byhalia is challenging. The following illustrates the state of foreign language instruction:

1. There were only 361 teachers and 23,802 students of foreign languages in the state in 1988-89.
2. Three-fourths of Mississippi's high schools offered at least one course in a foreign language in 1988-89.
3. A third of these schools offered only one year of one foreign language. For example, Liberty High School last year offered only French I.

Thus, at least one-half of public high schools have an inadequate opportunity to study a foreign language.

Without question, the state needs more foreign language courses and teachers. But in 1987-88, the universities graduated only 31 people with bachelor's degrees in foreign languages out of 7,268 bachelor's degree recipients. In the same year, only 10 of 1,737 master's degree candidates received master's degrees in foreign languages. Not enough people are graduating with the ability to teach a foreign language.

Importance of foreign language study. The knowledge of a foreign language is important for national and global economic competition. Foreign language study not only teaches students communicative survival skills, it enriches their command of English, enlarges their cultural perspective, expands their knowledge of geography, and engages their imagination. For Mississippi, foreign language is also assuming a greater priority as businesses seek markets in Japan and Europe, and as universities establish partnerships as Mississippi State University has done in Omachi, Japan.

Public high schools have a more pressing reason to offer foreign languages. The Institutions of Higher Learning, the state college board for the eight universities, is expected to raise entrance standards to include two years of foreign language courses. Only one-half of Mississippi high schools offered two years of a foreign language last year. To meet new entrance standards, the state will need many more foreign language teachers and additional training for teachers.

STAR School Project. Through the STAR School Project initiated by Congress, Mississippi is addressing some of these critical needs for foreign language study through instruction via satellite. Continued funding of this program is important to many high schools. The STAR School Project was piloted in Mississippi in January 1989. It provided 7 schools with additional foreign language courses. In Houlka, Mississippi, the satellite course in Japanese was the only foreign language course at the high school. For the 1989-90 school year, the first full year of the STAR School Project, 123 schools had the opportunity for 13 courses in French, German, Latin, Spanish, Japanese, or Russian through three different consortia.

Further measures to improve foreign language instruction. Still, further measures must be taken. Mississippi's high school teachers and university professors suggest the following, most of which are part of the Foreign Language Competence for the Future Act:

1. Teacher retraining programs which include immersion experiences in the foreign language, use of technology, and opportunities for low-cost overseas study;
2. Scholarships and grants for advanced study and to award exemplary teaching;
3. Partnerships with other high school, college, and university foreign language teachers for mentoring, support, and training;
4. Funds for professional travel, cultural enrichment for students, and purchase of equipment and materials.
5. Bibliographies and low-cost resources.

To attract new teachers, the foreign language teachers recommend:

1. Teacher incentive grants to attract new teachers;
2. A job bank to match positions with those seeking foreign language teaching positions;

3. The endorsement of the importance of foreign language study by local, state, and national leaders in government and business.

The importance of federal funding. Language is power. Without the knowledge of a foreign language, our students are left powerless in a global community. Thus, the passage of the Foreign Language Competence for the Future Act of 1989 is of vital importance to Mississippi and the nation. Virtually no federal funding is available for foreign languages in the nation's elementary and secondary schools. The Title II funds for foreign languages were eliminated. While the Foreign Language Assistance Act recognizes the importance of foreign language, again no funds were provided for elementary and secondary schools. For these reasons, the passage and funding of this legislation will be critical to our schools. This bill provides you, the nation's leaders, with the opportunity to improve students' foreign language competency and help alleviate the teacher shortage.

MISSISSIPPI STATE DEPARTMENT OF EDUCATION
DATA (Number of students enrolled)

Language	87-88	88-89
French I	6,756	6,421
French II	1,195	1,644
French III	120	139
French IV	16	0
Total	8,087	8,204
German I	347	281
German II	48	79
German III	0	23
Total	395	383
Latin I	989	921
Latin II	168	223
Total	1,157	1,144
Russian II	14	0
Total	14	0
Spanish I	11,534	11,324
Spanish II	2,409	2,630
Spanish III	167	99
Spanish IV	9	18
Total	14,119	14,071
Japanese	0	11
Total	0	11
GRAND TOTAL	23,772	23,802

Number of Teachers (Headcount)

French	154
German	15
Latin	26
Spanish	197
Total	392
TOTAL TEACHING ONE OR MORE COURSES	361

MISSISSIPPI STATE DEPARTMENT OF EDUCATION DATA

Category	87-88	88-89
Total, fall enrollment grades 9-12	137,403 *	130,119 **
Total number of graduates	27,894 #	26,915 ##
Students studying a foreign language	23,772	23,802

Mississippi's Population 2.6 million (1984 estimates)
(Handbook of Selected Data for Mississippi)

* "Education in Mississippi: Selected Facts"
** 1988-89 Public School Enrollment, End of First Month
# Annual Report of the State Superintendent of Public Education
## MIS "Graduates 1988-89"

Senator **Jeffords**. Thank you for your very excellent testimony. Ms. Dyer?

STATEMENT OF MRS. MARGARET K. DYER, DEPUTY DIRECTOR, UNIVERSITY OF RHODE ISLAND URBAN FIELD CENTER, PROVIDENCE, RI

Ms. **Dyer**. Thank you very much.

The Urban Field Center of the University of Rhode Island, under the direction of Dr. Marcia Marker Feld, has been an outreach agency to the urban community since 1972. The Urban Field Center is committed to social equity accomplished through a variety of programs emphasizing citizen participation. The target population of the Urban Field Center is primarily low income and minority groups.

Recently Ambassador Harry Barnes of the Critical Language and Area Studies consortium contacted Dr. Feld to discuss the logistics of how to put critical languages into the Providence public schools. If Providence, Rhode Island's largest city, 2 years of any foreign language are required for college-bound high school graduation. One exception is classical high school, where 3 years are required. The study of foreign language is offered to students at the city's six middle schools. However, no critical language is offered at any public school in the state.

Out of the almost 20,000 students enrolled in 1988–89 in Providence public schools, 58.8 percent are minority students. Almost one out of over two students entering the 9th grade in Providence with not graduate. Very many of these students are not only capable of finishing high school, but have the ability to graduate from college. These students must come to realize at an early age that they are not only capable but competent.

URI has placed the recruitment of minority students as a high priority. Therefore, the Urban Field Center conducts several programs which are aimed at the disadvantaged students. Some of these programs are magnet schools, the University of Rhode Island Guaranteed Admissions Program, Project Discovery, which is an early intervention science/math/technology program for students in grades five through eight, teen mediation program, teens, crime and the community program, and comprehensive community-based programs for at-risk students.

Given the reality of today's global village, the need for closer international communication, the increased economic competition, and the need for minority and low income students to enter this mainstream of American education, Mr. Barnes and the Urban Field Center Staff have met several times to develop a proposed plan of action for Providence public schools, and this is what we propose.

We propose a K–12 curriculum strand in the teaching of Japanese and Russian. This strand will target disadvantaged and minority students in the Providence public schools through a feeder pattern involving four schools. One particular benefit to the disadvantaged youth in learning a critical language is that it allows the youth to be on a relatively more equal playing field with the advantaged child since neither has had experience with critical languages. The structure of such a program would include the most successful elements of our current partnership programs, Project Discover and the Guaranteed Admissions Program.

This is what we plan for elementary schools and middle schools. Identification by the school department and the parents of interested and eligible students with a cognitive intervention at grade 3. We would provide innovative curriculum and teaching strategies, possibly utilizing current college and graduate school students; after-school clubs across the grades which encourage the immersion style of learning languages; summer academic institutes or camps at the University of Rhode Island's three campuses; teacher training workshops for the faculty of these students.

And for the secondary schools, continuation of the same students in the secondary school program; we will provide professional shadowing experience; school year professional internships to expand career horizons; special field trips to Washington, DC, the United States Congress, national embassies and visits to the Soviet Union and Japan; summer employment in one of the fields of business, international finance, communication or diplomacy.

For a postsecondary education, we would provide guaranteed admissions to the University of Rhode Island to those Providence students who have completed the strand, scholarships for these students while studying this critical language. We would initiate a career center at the University for students with competency in these critical languages. We would encourages these students to attain teacher certification or to doctoral programs so that they could teach in the critical languages areas.

However, there are some challenges that we have to meet in Rhode Island first. At present there are only 12 certified Russian teachers listed with the Rhode Island Department of Education. Two of these have assignments, and it is not known if the other 10 even live in the State any more. There are no teachers certified to teach Japanese to public school students. Russian and Japanese are offered as majors at the State universities, but no Russian or Japanese education majors can be found anywhere in the State. If a noncertified teacher of Russian or Japanese offered a course to Rhode Island public high school students, the students would not get credit for the course even though the teacher might be a college professor. The elementary and middle school day already has a very tight schedule and, obviously, there will be a need for sufficient long-range funding.

In conclusion, we strongly support the bill to establish a critical languages and area studies program and a bill to establish a program to improve foreign language instruction. We have attempted to explain how the implementation of a critical language program would benefit disadvantaged and minority students in the Providence public schools. However, passage of these bills would in the long run benefit teachers, many other students, the American economy and international communications. Thank you.

[The prepared statement and information of Ms. Dyer follows:]

PREPARED STATEMENT OF MARGARET K. DYER AND MARCIA M. FELD

THE UNIVERSITY OF RHODE ISLAND URBAN FIELD CENTER
and
THE CRITICAL LANGUAGES AND AREA STUDIES CONSORTIUM

CRITICAL LANGUAGES, DISADVANTAGED YOUTH AND THE ECONOMY

The University of Rhode Island Urban Field Center has been an urban outreach agency of the Graduate Curriculum in Community Planning and Area Development since 1972. Its mission is to provide technical assistance, training and direct services to the eight cities of Rhode Island, to community groups and to urban school districts. The Urban Field Center is committed to social equity, accomplished through a variety of programs emphasizing citizen participation. The target population is primarily low-income and minority groups. In 1975, Dr. Marcia Marker Feld, Professor of Community Planning at the University was appointed Executive Director. Her expertise is in the area of social services and education planning.

A Partnership between The University of Rhode Island and the Providence Public Schools began over a decade ago when the Urban Field Center collaborated with the Providence School Department to create four magnet programs for the City's secondary schools. The Partnership is one of the sixteen University/School Partnerships established by the National Association of State Universities and Land Grant Colleges Urban Division. It has also won the Council for the Advancement and Support of Education (CASE) grand prize as one of the five best high school-college partnerships in the United States.

THE NEED:

The Critical Languages and Area Studies Consortium, under the direction of Ambassador, Harry G. Barnes, Jr., has recently been formed as an educational collaborative to respond to the growing crisis in United States public education in providing a mastery to American students of the languages and area studies relevant to new global, political and economic interests. Mr. Barnes contacted Dr. Feld, and the Urban Field Center learned that these Critical Languages: Japanese, Chinese, Russian, and Arabic, which require four to six years to develop competency should begin as early as possible. We learned that less than 1% of all high school students nationally graduate with even minimal levels of competency in any language, and there are very few minority and disadvantaged students in this number. In Providence, Rhode Island's largest city, two years of any foreign language is required only of college-bound high school students. One exception is Classical High School where three years are required. The study of foreign language is offered to students at the city's six middle schools. However, no critical language is offered at any of the city's public schools.

Out of the 19,757 students enrolled in 1988-89 in the Providence Public Schools, 58.8% are minority, an increase of almost 7.6% from 1985-86. Almost one out of every two students entering the ninth grade in Providence will not graduate. Very many of these students are not only capable of finishing high school but have the ability to go on to post secondary education and graduate from college. These students must come to realize at an early age that they are capable and competent.

The University of Rhode Island has placed recruitment of minority as a high priority. In accordance with this commitment, the Urban Field Center conducts several programs for students of the Providence public schools which are aimed at students who are minority, who are poor or who have few role models or mentors to help them understand the importance of education in their lives. These programs are:

1. Magnet Schools (Science and Technology, International Studies, Critical Thinking, Arts and Communication, Law and Government);

2. The University of Rhode Island Guaranteed Admissions Program (GAP);

3. PROJECT DISCOVERY - an early intervention Science/ Mathematics/Technology program for students in grades 5 through 8;

4. Teen Mediation Program;

5. Teens, Crime and the Community Program;

6. Comprehensive community-based programs for at-risk youth;

Given the reality of today's global village, the need for closer international communication, the increased economic competition and the need for minority and low income students to enter this mainstream of American education, Mr. Barnes, Dr. Feld, and several Urban Field Center Staff have met several times to develop a proposed plan for Providence public school students.

WHAT ONE URBAN SCHOOL DISTRICT CAN DO:

The University of Rhode Island/Providence School Department Partnership and The Critical Languages and Area Studies Consortium are proposing a K-12 curriculum strand in the teaching of Japanese and Russian. This strand will target disadvantaged and minority students in the Providence

Public Schools through a feeder pattern and partnership of Edmund Flynn Model Elementary School, Nathanael Greene Middle School and Classical and Hope High Schools, primarily through the Intellectually Gifted Child programs with The University of Rhode Island. The total population of this feeder pattern is estimated at 3,192. Some of the benefits accruing to the disadvantaged youth in learning Critical Languages include:

*creating the opportunity to individualize their education

*learning the English language as they are learning another language

*allowing the youth to be on a relatively more equal playing field with the advantaged child since neither has experience with Critical Languages

*preparing the youth for a post-secondary educational experience

*providing a sense of a future and opening up economic opportunity for the disadvantaged youth in growth fields

*preparing Providence students for their role as citizens of the United States and the world.

The structure of such a program could include the most successful elements of the current Partnership programs PROJECT DISCOVERY and The Guaranteed Admissions Program (GAP).

THE PROGRAM SPECIFICS:

ELEMENTARY SCHOOL

1. Identification by the School Department and parents of interested and eligible students with a cognitive intervention at grade 3;

2. Provide:

a. innovative curriculum and teaching strategies possibly utilizing current college and graduate school students proficient in the language and also using community leaders proficient in the language;

b. after-school clubs, across the grades, which encourage the "immersion" style of learning languages through games, songs, conversation of culture, geography, literature, global communications, and later international economics and business;

c. summer academic institutes or camps at The University of Rhode Island campuses, taught by faculty and staff in these disciplines and focusing on both language and culture;

d. teacher training workshops for the faculty of these students to infuse the summer curricula into their school year curricula.

MIDDLE SCHOOL

1. Continuation of elementary school students and/or special intensive instruction to bring new students to the proficiency level of elementary school students;

2. Utilize the same structure as elementary school with a larger emphasis on career opportunities.

SECONDARY SCHOOL

1. Continuation of the same students into the secondary school program, while developing a structure responsive to adolescent development;

2. Work closely with college level faculty to develop appropriate curricula involving the context of international finance, diplomatic and communications contexts;

3. Provide:

   a. professional shadowing experiences for 9th and 10th graders to emphasize the career potential of Critical Languages;

   b. school year professional internships or special projects for juniors and seniors to expand their career horizons;

   c. special field trips to Washington D.C., the U.S. Congress and the national embassies, and visits to the native countries of the language to study the culture and increase familiarity with the language;

   d. summer employment in one of the fields of international finance, communication or diplomacy with faculty supervision and special papers due at the end of the summer.

POST SECONDARY HIGHER EDUCATION

1. Provide:
   a. guaranteed admission to The University of Rhode Island to those Providence students who have completed the strand;
   b. scholarships for these students to be supported in a post-secondary institution which studying this language;

2. Articulate the K-12 curriculum with the post secondary language departments;

3. Initiate a career center at The University for students with proficiency/competency in these Critical Languages;

4. Encourage these students to attain teacher certification or to doctoral programs so that they can teach in the critical language areas.

SOME CHALLENGES TO MEET IN RHODE ISLAND:

To insure the implementation of this program that would assist some Providence minority and low income students to become competent in one of these Critical Languages and move into the mainstream of the academic, international, and economically competitive world, some challenges exist in Rhode Island:

1. At present, there are only 12 certified Russian teachers listed with the Rhode Island Department of Education. Two of these have assignments. It is not known how many of the remaining still live in the state.

2. There are no teachers certified to teach Japanese, Chinese or Arabic to public school students.

3. Russian is offered as a major at The University of Rhode Island and Japanese is offered as a major at Rhode Island College, but no Russian Education or Japanese majors can be found anywhere in the state;

4. If a non-certified teacher of Russian, Japanese, or Chinese or Arabic was brought into a public high school to offer a course to students, the students would not get credit for the course, even though the teacher might be a college professor. However, an emergency certificate could be applied for by the superintendent of the school department, but the language teacher would have to promise to get 6 education credits per year until state certification was achieved.

5. The elementary and middle school day already has a very tight schedule; somehow time would have to be found for the offering of these Critical Languages.

6. With the school department's budget already under stress in the effort to meet presently defined needs of the children of Providence, there will be the need for sufficient long-term funding to successfully implement this Critical Language program.

IN CONCLUSION:

We strongly support the Bill To Establish a Critical Languages and Area Studies Program and the Bill to Establish Programs to Improve Foreign Language Instruction. We have attempted to explain how the implementation of a Critical Language program would benefit disadvantaged and minority students of the Providence Public Schools. However, passage of these bills would in the long run benefit teachers, many other students, the American Economy, and International Communication.

For Further Information Contact:

Raymond S. Jackson, Principal
Katia Paris, Dean of Students
Central High School
456-9111

Marcia M. Feld
Kay Dodge
Cathy Curtin-Miller
Laura Lavallee
URI/Providence School Dept.
Partnership Program
277-3982

Jose Gonzalez
URI Admissions Officer
792-2164

WHAT ELSE DOES *GAP* DO?

✓GAP conducts workshops to help students prepare for the PSAT and the SAT exams.

✓GAP conducts a summer program to help students access the required pre-college curriculum and to improve their Math and English skills.

✓GAP links parents and students to social service agencies to deal with personal problems such as substance abuse and teen pregnancy.

✓GAP provides tutoring as requested by students.

✓GAP conducts workshops that will help students develop good study habits and manage their time.

✓GAP offers Financial Aid counseling for students in grades 11 and 12.

University of Rhode Island/

Central High School

GAP

Guaranteed Admissions Program

A GUIDE FOR PARENTS AND STUDENTS

WHAT IS THE *GUARANTEED ADMISSIONS PROGRAM (GAP)?*

GAP is a special program which guarantees admission to the University of Rhode Island for Central High School students who successfully complete the program requirements. A signed contract between the student, parents, school principal and a URI representative signifies the commitment to the program. Central High School is the only school in the state with this unique program.

WHAT THE STUDENT MUST DO.

- Take the required courses. (See chart at right.)
- Maintain a C+ or better average.
- Take the PSAT and SAT exams. (No minimum score required.)
- Attend workshops and tutoring sessions.
- Meet regularly with a Guidance Counselor.
- Maintain a high attendance rate.

HOW THE PARENT CAN HELP.

- Take an interest in what your child is studying.
- Attend school functions.
- Talk with Guidance Counselors to be sure your child takes the required courses. Use the chart on the right as a guide.

Required Courses for the *Guaranteed Admissions Program*

Course	9th Grade	10th Grade	11th Grade	12th Grade
English (4 units)	College English	College English	College English	College English
Math (3 units)	Algebra	Geometry	Algebra 2	Trigonometry* or Pre-Calculus*
Social Studies (2 units)	Western Civilization	U.S. History		
Science (2 units - 1 lab)	Biology	Chemistry**	Physics**	
Foreign Language (2 units - same lang.)	Spanish 1 French 1 Italian 1	Spanish 2 French 2 Italian 2		
Electives (3 units)		Computer Physiology	Language 3 Sociology	Psychology

* Business and Engineering Candidates ** Engineering Candidates

Additional Central High School course requirements must be met for graduation

Through its work in the elementary, middle, and high schools in Providence, The University of Rhode Island/Providence School Department Partnership Program designs and administers academic and career-related programs for the public school children in the city of Providence. For further information, contact:

Margaret K. Dyer
THE URBAN FIELD CENTER
22 Hayes Street
Providence, RI 02908
401/277-3982

The Urban Field Center
University/School Partnership
Program

Marcia Marker Feld, Ph.D.
Executive Director

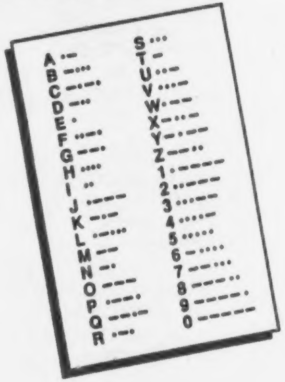
Margaret K. Dyer
Deputy Director

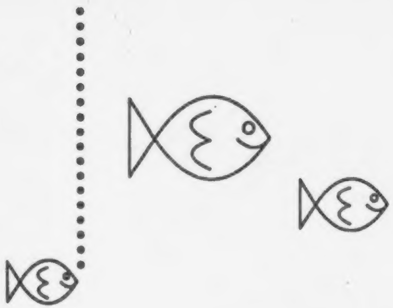
Kathleen Dodge
Associate Director

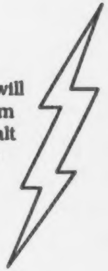
UNIVERSITY of RI
PROJECT
DISCOVERY

Selected students from Providence Public Schools will have an opportunity to improve their science and math skills through special summer institutes designed to encourage exploration and discovery.

Through unique hands-on activities at the three campuses of The University of Rhode Island, under the direction of senior university faculty, PROJECT DISCOVERY students will learn about Oceanography, Ecology, Computers, Energy, Robotics, Communications, Anthropology and Paleontology. The activities will be highlighted by field trips to relevant sites in Rhode Island, Massachusetts and Connecticut.







Oceanography students will conduct studies on Project O, from Avery Point, explore tide pools, salt marshes, Mystic Seaport and the New England Aquarium.

Energy and Robotics students will experience a lightning and laser demonstration at the Boston Museum of Science, visit a nuclear reactor, a robotics lab, experiment with wind energy, build and launch a model rocket, and connect motorized Lego to computers.

Communication technology activities will include using a modem, learning Morse Code, making a record, visiting the phone company, the Providence Journal, and an airport tower.

Activities for PROJECT DISCOVERY continue during the school year through special in-school workshops and field trips that augment summer enrichment activities.

PROJECT DISCOVERY is sponsored by The University of Rhode Island/Providence School Department Partnership Program, through grants from the U.S. Department of Education, Title II, the Office of the Commissioner of Higher Education of the State of Rhode Island, the Cox Charitable Trust, and the Travelers Companies Foundation.

The staff of The University of Rhode Island Urban Field Center under the direction of Dr. Marcia Marker Feld, The University faculty, and the principals and teachers in the Providence School Department Magnet feeder pattern provide the staff support.

A PROJECT DISCOVERY Teacher Institute will follow the student sessions. Here the teachers will be instructed by the same University faculty who instructed the students. They too will experience field study.

There are no fees for participating children or teachers.

Senator **Jeffords**. Thank you for an excellent statement.

Ms. Brown?

STATEMENT OF MS. CHRISTINE BROWN, DEPARTMENT OF FOREIGN LANGUAGES, GLASTONBURY PUBLIC SCHOOLS, GLASTONBURY, CT

Ms. **Brown**. Mr. Chairman, I am pleased to be here with you today in support of S. 1690 and S. 1540.

As Senator Dodd mentioned, I am the foreign language supervisor for the Glastonbury, CT public schools. I am truly a fortunate person to work in a community where parents move to town so that their children can begin a foreign language in elementary school. The history and success of the foreign language education program in the town of Glastonbury will reveal how Federal dollars do make dramatic changes. Glastonbury is a rapidly growing community five miles south of Hartford, the capital of Connecticut.

In the 1950's Glastonbury began to change from a basically rural town to a suburban community. It housed the employees of United Technologies and the Hartford insurance companies. In 1957, due to the endeavors of enlightened school board members, school administrators and a nationally known foreign language specialist, Glastonbury, in collaboration with Yale, applied for and received a $1 million grant from the National Defense Education Act.

The money received was used to establish one of the most well-known language programs in the nation. Working with professors from Yale, language teachers adapted the Army language materials into a new language methodology called the Audio-Lingual Method. In addition, the first high school language laboratory was installed, an elementary foreign language program implemented in grade 3, Russian, a then critical language, was begun in 7th grade and new teachers were recruited from the finest teacher preparation programs in the nation to teach public school youngsters.

I am proud to say that today, 32 years later, we have continued to grow and change, but all of these program components are still flourishing. Although Federal dollars have long ceased to support our program, we have had the commitment from our community to continue to provide an excellent language program. Ironically, our most recent technological advancement, a digitized audio language laboratory for our junior high was provided by the Sony Corporation of Japan.

I mention the history of our program because I believe that it reflects the potential impact that Federal dollars can have on local education agencies. Without the seed funding for teacher institutes, the use of technology and an emphasis on elementary and secondary students, we would not be graduating students from, to quote Senator Dodd, similar to other industrialized nations who can exceed the performance of those other nations.

Because of our long sequence of foreign language study, an outstanding language faculty, an historic Russian program and up-to-date technology, we currently graduate students who can demonstrate 1 or a level 2 proficiency on the U.S. Government Oral Proficiency Scale. Our Russian students often place out of Russian courses at some of the finest universities in the United States. Last year, in fact, we were selected as one of only seven public schools in the nation to participate the first US/USSR High School Academic Partnership Program.

We simply would not have been able to have this kind of program without Federal support. One of the areas of concern to be addressed by S. 1690 will be the training and retraining of elementary and secondary school teachers. Currently more than 50 percent of the States are expressing some shortage of foreign language teachers. In Connecticut, although we are not reporting a shortage of teachers from grades 7-12, we have a critical need for teachers in elementary and schools and teachers of critical foreign languages. In our state currently not one college or university is offering a methods course for elementary school foreign language teachers.

To remedy these crises, students need to be recruited actively to the field of foreign language teaching. Although our own profession is beginning to recognize this crying need and to reestablish some of the recruitment techniques of the past, we need your help. Incentive grants for eligible students would attract more candidates to language teaching. The classrooms of the future will be very different from our classrooms today. The language teaching profession must become more representative of the school population.

We must ensure that the opportunity to learn a foreign language is made available to all students beginning in kindergarten. Today if we were to provide foreign languages to all students, as you can see, we simply would not have the teachers. Is this educational equality in a nation such as ours?

In regard to distance learning, sometimes the distances between schools are very short, but the resources are so limited that the schools cannot provide language programs. In Connecticut we have used a variety of technologies to deliver critical language classes as well as upper-level, more commonly taught languages. Right now our high school is in collaboration with business, our local cable company, and our community college to see if we couldn't distribute a course in Mandarin Chinese among three area high schools. Without the funds, however, to acquire the technology, districts will not be able to start new programs. Certainly in rural areas of our nation the needs are even greater.

This brings me to the final provision of S. 1690 and the substance of S. 1540, grants and demonstration grants for critical language and area studies. These languages, so necessary for our future economic competitiveness and mutual understanding, will not be taught in elementary and secondary schools without Federal and state support. Most local districts cannot afford the start-up costs for teachers, materials and teacher training. Very few text materials currently exist for the teaching if critical languages.

We in Glastonbury are presently using a 25-year old textbook for our junior high school program. It happens to be the only one published in the United States. Elementary and secondary teacher training in critical language is virtually nonexistent. Only through well established collaborative efforts between public schools and private schools and universities will we succeed in establishing and maintaining programs in critical languages.

Thank you very much.

[The prepared statement of Ms. Brown follows:]

PREPARED STATEMENT OF CHRISTINE BROWN

Mr. Chairman and members of the subcommittee, I am Christine Brown, Director of Foreign Languages for the Glastonbury, Connecticut Public Schools. I am pleased to be here with you today to testify in support of Senate Bill 1690, the Foreign Language Competence for the Future Act. I would like to commend Senator Dodd and his co-sponsors for all of their hard work and diligence in support of foreign language education in the United States.

Over the past decade, our national leaders from business, government and education have recognized that foreign language instruction is no longer a luxury. The implementation of kindergarten to grade 12 foreign language programs that foster oral proficiency and cultural awareness is a necessity.

Today I speak to you as one who has devoted 15 years to foreign language education. I taught French and Spanish in public elementary schools before becoming the district supervisor in Glastonbury. I am still teaching every day and continue to expand my own language skills through travel and study abroad.

I am working in a community where parents move to town so that their children can begin a language in elementary school. When parents must move from Glastonbury they fight to establish language programs in their new communities. Some of our present students are the sons and daughters of our former language students. Parents and youngsters in Glastonbury and throughout the United States want and need to learn foreign languages. Many parents know the absolute necessity of beginning language learning early and continuing forever.

The Glastonbury Program: Thirty-two Years of Success

The history and success of the foreign language education in the town of Glastonbury, Connecticut will reveal how federal dollars do make dramatic changes.

Glastonbury is a rapidly growing community 5 miles south of Hartford. In the 1950's Glastonbury began to change from a basically rural town to a suburban community that housed the employees of United Technologies and the Hartford insurance companies. In 1957, due to the endeavors of enlightened school board members, school administrators, and a nationally known language specialist, Glastonbury in collaboration with Yale University, applied for and received a one million dollar grant from the National Defense Education Act. The money received was used to establish one of the most well known language programs in the nation. Working with professors from Yale, language teachers adapted the Army Language Materials into a new language methodology called the Audio-Lingual Method. In addition, the first high school language laboratory was installed, an elementary foreign language program was implemented in third grade, Russian, a then critical language was begun in seventh grade, and new teachers were recruited from the finest teacher preparation programs to teach public school youngsters.

I am proud to say that today, thirty-two years later, we have continued to grow and change, but all of these program components are flourishing. Although federal dollars have long ceased to support our program, we have had the commitment from our community to continue to provide an excellent language program. Ironically, our most recent technological advancement, a digitized audio language laboratory for our junior high, was provided by the Sony Corporation of Japan.

I mention the history of our program because I believe that it reflects the potential impact that federal dollars can have on local and state education agencies. Without the seed funding for teacher institutes, the use of technology and an emphasis on elementary and secondary students we would not be graduating students who to quote Senator Dodd "annually exceed the performance of students from other industrialized nations". Because of the long sequence of foreign language study, and outstanding language faculty, an historic Russian program and up-to-date technology we graduate students who can demonstrate a 1+ to 2 level of proficiency on the U.S. government oral proficiency scale. Our Russian students often "place out" of Russian courses at some of the finest universities in the United States. Last year in fact we were selected as one of only seven public schools in the nation to participate in the first US/USSR High School Academic Partnership Program.

We would not have had this success without federal support.

Teacher Training Needs and Foreign Language Institutes

One of the areas of concern to be addressed by Senate bill 1690 will be the training and retraining of elementary and secondary school teachers. Currently more than fifty percent of the states are reporting shortages of foreign language teachers. In Connecticut, we are not reporting a shortage of teachers for grades seven through twelve; however, I can assure you that we are experiencing grave shortages in elementary school language teachers and in finding qualified teachers of critical languages. Although we have applicants for commonly taught language openings these applicants often cannot demonstrate the necessary oral language proficiency skills.

In our state not one college or university is offering a methods course for elementary school foreign language teachers. In our district we must do our own retraining of secondary level prepared teachers in order to have them work in our elementary program.

If we are to annually graduate students who match or exceed the performance of students in other nations, more elementary programs and critical language programs must be implemented. Also we must make foreign language learning less of an elitist pursuit. All students can learn another language. Right now we could not begin to provide this opportunity to all students. We do not have the teachers. Is this educational equality? If we create these programs without federal support for teacher training and recruitment we will face a shortage of enormous proportions not only in Connecticut, but in every state.

Incentive Grants

Students need to be recruited actively to the field of teaching in general and foreign language teaching in particular. Our own profession has recognized this need and is beginning to reestablish some of the recruitment techniques of the past. The Northeast Conference on the Teaching of Foreign Languages, the nation's oldest pedagogical conference, has developed a video to show high school and college students the intrinsic rewards of being a language teacher. I have brought a copy of that tape so that you might see what we are doing within the profession.

We need your help, however. Incentive grants for eligible students would attract more candidates to language teaching. The classrooms of the future will be very different from our classrooms today. Our population is going to be more racially and ethnically diverse. The language teaching profession must become more representative of the school population. We must ensure that the opportunity to learn a foreign language is made available to all students beginning in kindergarten.

Distance Learning

When we think of using satellite, microwave, or telephone technology to deliver essential information we use the term distance learning. Sometimes the distances are very short but the resources are so limited that the school cannot provide language programs. In Connecticut we have used microwave transmissions, phone lines, cable, and satellite T.V. to deliver critical language classes as well as upper-level more commonly taught language classes. Right now our high school, in collaboration with Manchester High School, South Windsor High School and Manchester Community College, is going to try to offer instruction in Mandarin Chinese through a microwave and cable link between the districts and the community college. Next year in exchange for offering our Russian program we will receive other courses from the participating high schools. Without the funds to acquire this technology districts will not be able to start new programs nor support low enrollments in existing courses. Certainly in rural areas of our nation the needs are even greater.

Critical Language Consortia

This brings me to the final provision of Senate bill 1690, demonstration grants for critical language and area studies. These languages, so necessary for our future economic competitiveness and mutual understanding, will not be taught in elementary and secondary schools without federal support. Most local districts cannot afford the start up costs for teachers, materials, and teacher training. Very few texts and materials currently exist for teaching the critical languages. We are presently using a twenty-five year old Russian text in our junior high program. No other texts are published in the United States for junior high students. Elementary and secondary teacher training in critical languages is virtually nonexistent. Only through well established collaborative efforts between public schools and private schools and universities will we succeed in establishing and maintaining programs in critical languages.

Thank you Mr. Chairman. With your permission I would like to insert a recent speech on foreign language teacher recruitment for the record.

Selling Foreign Language Teaching as a Profession

Although the term "selling" conjures up negative images in the minds of some teachers, selling is what is needed if we are to meet the projected shortages of qualified teachers in foreign language education. The recent report from the National Governors' Association states that 50% of the states are currently reporting a shortage of foreign language teachers at either the elementary or secondary level. The December, 1988, State Activities Update from the Joint National Committee for Languages tells us that by 1993 sixty-nine percent of the states in our nation will experience a shortage with severe shortages expected toward the end of the next decade. If current trends in program expansion continue and more elementary and critical language programs are implements, the need for teachers will create a crisis of enormous proportions.

Occurring along with the teacher shortage are radical reforms in teacher preparation programs and state certification regulations. In her comprehensive report on Teacher Education in the 1989 Northeast Conference Reports, June Phillips sums up our present situation: "Attracting new people to the profession requires more than raising standards and making schools a good place to work. In fact, a real danger exists when recruitment and shortages co-habitate. Add to the formula higher standards, and an explosive situation ferments. The result may be the creation of stringent membership criteria with expensive dues for an exclusive club that no one wants to join. History clearly demonstrates that failure to recruit will provide 'warm body solutions.'"

Those of you who have been trying to find qualified candidates already know that body temperatures are low and falling. Many of us lobby our Boards of Education for program expansion, yet we know the success of our efforts must rest with the availability of teachers. The fear that haunts us all is that, once our Boards fund new programs, we will not find teachers to fill those positions.

Many of us cannot find acceptable substitutes and when we do, we keep their names a secret from our friends in other districts.

Who and what is to blame for this problem? Especially good targets are the schools of education and university language programs for not preparing teachers. Unfortunately, they cannot produce qualified candidates when there are so few interested in teaching foreign languages. In addition, many university programs will be facing even greater shortages than K-12 language programs.

The blame lies, of course, in a society that does not value its teachers. Parents who usually have more influence on a child's career choice than anyone else, do not want their child to become a teacher. Why invest time and money, big money, in a career that does not pay well? Children of teachers are reluctant to choose teaching, perhaps because more than 17% of the nation's two million teachers moonlight to supplement their salaries. Interestingly enough, we foreign language teachers are part of the society that does not encourage students to want to become teachers. I am honest in saying that, for the majority of my teaching career, I did not think about recruiting in my school or in my classes. I was far too busy trying to build language enrollments. Indeed, I was not recruited to teaching. Certainly I loved language and my high school language teachers, but I wanted to find a glamorous job in the foreign service, the international press corps or as a translator at the United Nations. Not until my junior year in college did I realize, nor did my parents realize, that the love of French literature or travel abroad would not result in making me independently wealthy. At that time, few women were admitted to the foreign service and my oral proficiency was woefully inadequate to become a foreign news correspondent or translator at the United Nations. I chose teaching because I was not prepared to do anything else! Fortunately, however, teaching was a respectable profession in those days. I fell in love with teaching, but it took a long time. I found mentors among my colleagues and I became professionally active in state and regional organizations, and these in turn have shaped my attitudes about my profession. I feel like a professional and I can turn to students today and highlight that fact.

College students today are no different. Last year I was invited to one of our major universities in Connecticut to give a speech to the language house on careers in foreign languages. I thought it was unusual that I, a public school supervisor, would be invited there, but the president of the language dorm was a former graduate of our high school and had heard a good bit about careers in foreign languages while she was in high school. I took with me two video tapes, The World Says Welcome from the Monterey Institute of International Studies, and A Class Act, a film about recruiting teachers that was produced by the Northeast Conference. After they viewed The World Says Welcome, we had a spirited discussion about career opportunities in which foreign languages are important. The, I said to them, "Now I have another video for you that is really close to my heart. This is about foreign language teaching." All of a sudden, they had homework or other very important things to do. I was left with two or three people who were tenacious enough or kind enough to sit and watch A Class Act. After the students saw the video, they did get excited about the prospect of teaching, even though some of them who were juniors in college had not seriously considered teaching as a career.

What can we do about this? Many things that you are already doing. The things I will suggest are not new, but I want to encourage you to try them again. We need to:

> Reflect on the reasons why we do teach. The word now in training student teachers and mentor teachers is reflection. What brought us to the profession, and what keeps us there? We have to keep that in mind

before we try to recruit. There are tremendous rewards for working with students: the excitement of watching them learn, the special privilege of travelling abroad with them (with all of its faults, it is a wonderful experience that can't be replicated by any other profession), the excitement of presenting something totally new and watching students grow into it and master it. We need to communicate this love for learning and teaching to students K-12.

Provide career counseling for high school students. It might even be appropriate to include training in career counseling in teacher education programs. There are guidance counselors, as well as principals who flunked French and do not appreciate us. We must become our own guidance counselors yet we don't know how to do that.

Examine what we are doing in the publishing industry. Many of you in the audience have published textbooks. You help make the situations, you help create the chapters on careers. I challenge you to go back into your own work and find where you have highlighted our own career in your text. When we talk to publishers, we need to encourage them to look at the way in which they stereotype foreign language teachers in textbooks. In junior high textbooks, teachers are often portrayed in a comic way. That doesn't happen to the doctors or lawyers in our textbooks. We do see women and handicapped people in those professions but where are the teachers?

Counter negative images of teachers on television and in the movies. Instead of laughing at these images, we need to speak to the issue every day in our classrooms so that students in junior high school and high school do not think that teaching is a laughable profession.

Mentor high school student who possess the teaching qualities that we know are so important. We need to encourage high school students to work with younger learners by taking them to elementary schools where they can give language lessons, even if regular programs are not available at those levels. Similar to the "Future Teachers of America" clubs, we need to consider creating "Future Foreign Language Teacher" clubs as a school activity. One activity for such a club would be to have students shadow us instead of shadowing a person who is in international business. We need to join forces with the National Education Association and the American Federation of Teachers to cause a resurgence of these kinds of teacher organizations for children.

Investigate the career education curricula for grades 6-12. Most states have mandated career education as early as fifth grade, but I am sure we would not find anything in the fifth grade curriculum about teaching as a career. We certainly wouldn't find anything in there about foreign language teaching as a career. We could encourage high school students or student teachers to examine those guides for the fifth through twelfth grades and add a strand on foreign language teaching.

Be present at career fairs. Almost all high schools have career fairs, and yet where are we when the career fair is going on? We are in the classroom teaching while students are circulating among lots of different professionals, almost none of whom are teachers, let alone foreign language teachers. I mentioned earlier having to recruit people into my classroom from business, from the travel-related industries. I have never invited an elementary school teacher to come in and talk to my classes about a career in foreign language teaching.

Start foreign language honor societies to highlight the accomplishments of students. Have an honor society induction just for the foreign language honor societies. Ask a foreign language teacher or university professor to be the keynote speaker. Invite the parents. Getting parents involved in career selection is very important.

Offer scholarships to students who are interested in going into foreign language teaching. Or, if we can't offer scholarships, at least offer some kind of departmental award for those who have chosen to enter a teacher preparation program.

Adopt and mentor one or two students. Work within state and regional organizations to set up special programs for junior high and high school students. Perhaps next year's Northeast Conference could have a strand where one or two outstanding high school students who are headed for foreign language teaching could come here and meet some of the finest foreign language teachers in the country. We could have a few sessions especially devoted to: what is the life of a teacher? what is pedagogy? what is travel abroad? what are the kinds of things you would encounter if you went into our profession? Last year, we were fortunate to hold a conference sponsored by the American Council on the TEaching of Foreign Languages in our high school. It wasn't until the end of the second day, when the conference was almost over, that we realized that no high school students in our own school had been invited to come to any of the sessions. We had thought it would be a wonderful idea to invite university people who were studying the teacher preparation issue to come to a high school and yet we segregated these educators from the students. At lunch time, we hastily organized a panel of high school students. That was one of the most exciting parts of the day for the participants.

Work hard with minority students to encourage them to go into language teaching. One of the things I loved about the Class Act video was that it showed minority teachers teaching foreign languages. We cannot just recruit teachers from Glastonbury, CT. We have to be recruiting from Hartford, from Bridgeport, and from New York City. The classrooms of the future will be very different. We must be prepared to teach all children.

Study patterns of foreign language student placement. We need to look at why we are putting student teachers in high schools only. We have to put student teachers in the junior highs and in the elementary schools as well. We have had arguments in our district with the placement officers over this. They tell us they will not demean a foreign language candidate by putting them in an elementary school teaching placement. This parochial thinking must end.

In conclusion, these are but small steps. Certainly we need to make giant leaps if we are to begin to solve the teacher shortage crisis.

Senator JEFFORDS. Thank you very much.

Senator Cochran?

Senator COCHRAN. Before other questions, I heard Ms. Brown mention a bill number that I was not familiar with. It was not the Dodd bill, S. 1690, but S. 1540, was that the number?

Ms. BROWN. Yes.

Senator COCHRAN. What is that bill?

Senator JEFFORDS. That's my bill.

Ms. BROWN. That's Senator Jeffords' bill.

Senator COCHRAN. Please put me on it. As a matter of fact, I am convinced after hearing the testimony—and I will look into what's in your bill—that I would like to cosponsor this legislation and I am going to ask to be added as a cosponsor of the Foreign Language Assistance Act, S. 1690.

Is your yours different? I know you are not a witness, but...

Senator JEFFORDS. Yes, it is, and I'll be glad to explain it to you later. It has to do with methodology for stimulating interest in the foreign languages and being able to get the schools involved at the level with the organization and groups that have expertise in the area.

Senator COCHRAN. Am I on your bill?

Senator JEFFORDS. You are now.

Senator COCHRAN. I am now. Right, I do want to be. And I really think that our obligation here may be more than the dollars that we are able to allocate to the programs. It may be dramatizing how important this entire exercise is and trying to upgrade the priority that we have placed on foreign language study. And we do need to do a better job and Congress is one place where we can start doing things to demonstrate that concern and interest.

I worry about our deficit situation, and I know everybody up here does, and we are trying to do something about that. I also worry about some basic English language skills that we have in our school systems, and I know in our state we are trying to redouble our efforts, bring in reforms in that area, deal with adult literacy problems that we face. And it is not just a problem that we have in my state, but that's a problem we have throughout the country, and we sometimes don't pay enough attention to that. So that has to be included. I think language arts is an appropriate way to say it, and Ms. Cook's title includes English and foreign languages as a language arts area of interest.

The specific suggestions I think are very good. I know that Ms. Cook mentioned teacher retraining, immersion in language study, opportunities for teachers to become more expert, more comfortable in the language that they are teaching.

I know I have flashbacks, after hearing your testimony, to my experiences in school. I think I had Latin, Spanish and German at various stages in my education. But the Latin teacher was really our English teacher in my junior high school, and my Spanish teacher in high school was really the English teacher too, a different English teacher, who really just spent a lot of time on her own working on her Spanish so she could teach that Spanish course in our high school. And I don't know whether under today's eligibility standards or certification standards she would even be permitted to teach Spanish. Would she?

Ms. Dyer. Not in Rhode Island.

Senator Cochran. And probably not in Mississippi either. It is the same in Mississippi. And so are we writing out of our schools a lot of people who could really give introductory course instruction in some of these language areas who might not be certified?

I remember my wife, for example—I'm just going to ask you what you think about this—had a major in Spanish when she graduated from college. She studied a year at the University of Madrid in Spanish courses in literature and art and whatever, culture, Spanish culture, and In returning to the United States had difficulty getting a license to teach Spanish in a high school in Oxford, Mississippi.

They actually gave her the license. She taught Spanish for a year. Is that a problem? Are we putting too much emphasis on whether or not a person had a course in education when they went through undergraduate school to determine whether or not they are capable of teaching a foreign language? should we have foreign language exceptions to do something about the problem of the adequacy of teachers?

Ms. Dyer. If I might answer that, in Rhode Island in order to teach a foreign language in a secondary school you have to have 30 credits in that language. This eliminates automatically anybody who doesn't have the 30 credits plus the education certification as well. So that eliminates anyone who might have the ability, as I mentioned, a college teacher. If the superintendent of the town or city chose, he could request, or she could request, that this person got an emergency certification. That person would then be allowed to teach in a public school, but only with the promise that they would take six education credits a year until they got their required education courses. There are so few, first of all, that are qualified in the languages, and then to mandate that they have to take the extra credits, there is just not enough time they are in such demand.

I made a phone call this morning and found something else that I thought was interesting as well. If you have a college professor teaching Russian, for instance, in a public school, the students would not get credit for the course toward their high school diploma if they were in a public school. However, if the same teacher was teaching the exact same course in a private school, those credits would count toward the student's graduation. So right off the bat we are making things difficult for ourselves if we are serious about introducing languages into the schools.

Senator Cochran. Ms. Brown?

Ms. Brown. I see some interesting change on the horizon. In Connecticut we have an alternate route to certification which has proved to be extremely successful, especially to those of us who have critical language person. A person can come in with any kind of other educational background, provided they can demonstrate proficiency in a language, and have intensive institute, sponsored by the State of Connecticut, in teaching methodology. Then they are carefully monitored and mentored for the next several years of their career. I believe that is a very positive step. I think Helene Zimmer-Loew mentioned that some States are finding tremendous exemptions because they are bringing people from other countries to meet the need. So we are made exceptions in some States, but not in others.

Senator JEFFORDS. Ms. Cook?

Ms. COOK. Well, you send Ms. Cochran to Mississippi and we can find a place for her.

There has been a change in that regulation. I think it is more a matter of proficiency now than courses in foreign language. There is an alternate track whereby a college graduate takes the NTE, let's say in Spanish, and if that person scores at an appropriate level—I think it is 51st percentile—then they are allowed to teach. And then they have a provisional certificate and then they take a few more education courses and they get full endorsement.

Senator COCHRAN. I notice that one of the President's proposals in part of his Excellence in Education Act was alternative certification to be reviewed and implemented by the states. I don't think he is suggesting that the Federal Government try to come in and substitute its judgment for the states on these issues, but to at least encourage some review of it and some imaginative thinking in that area so that we take advantage of all the talent that we do have in the country and not just eliminate large classes of people from the classroom on the basis of some technical requirement that may not have any relevance to the ability to communicate information and to help educate indicate our children.

Anyway, I am glad he's encouraging us to think about these things and I hope we see some results from it.

Thank you very much, Mr. Chairman.

Senator JEFFORDS. Thank you, Senator. I'll give you a little plug for my bill now in a little more detail. We realize that there are certain organizations and groups that have great expertise in this area, and so our bill would create consortia developing along with schools that would develop and integrate new technologies in software for the use in secondary and elementary schools, develop new curricula for the schools to use in the foreign language area, and serve as a clearinghouse for the dissemination of new teaching materials and technologies, and advises school districts on the development and implementation of the critical language and area studies program, and develop and implement that teacher training program, so that is so you know what you signed on to.

Senator COCHRAN. Right. I feel very comfortable.

Senator JEFFORDS. OK. Thank you very much.

I have also some questions here from Senator Dodd which will also go along with my own questions.

Ms. Cook, my understanding of the current satellite programs is that the foreign language programs are a poor third behind math and science and that there are some problems in the planning stages between technical experts and the subject experts.

Is this the case in Mississippi with the programs you have mentioned?

Ms. COOK. In Mississippi I have a very close working relationship with the specialist who is responsible for satellite instruction. Indeed, our whole division in our bureau works with the person in charge of satellite instruction. However, I understand from talking with colleagues in other states that that is not necessarily the case, and indeed that has been an issue, a closer relationship between the foreign language specialist and the person who is responsible for satellite instruction.

The National Council of State Supervisors for Foreign Languages is drawing up some guidelines for this, and I understand that that's one of the recommendations, that there be a closer relationship. That is not a problem in Mississippi right now, but you might want to think about addressing that in your bill.

Senator **Jeffords**. Thank you, very much. I appreciate that.

Ms. Dyer, your Providence public school project is quite exciting, especially the notion that you would have disadvantaged working right along with the other more affluent students in the critical language, putting them on an equal footing. Are you aware of any similar efforts around the country doing the same thing, or is yours the first.

Ms. **Dyer**. Well, from what I understood, ours is the first. However, we have had a group come from Pennsylvania to examine what we are doing with our partnership between the Providence public schools and the University of Rhode Island, and they are imitating this in Westchester, Pennsylvania with critical languages. They are doing the same type thing that we are doing with Project Discovery where we take students and we have special institutes, we call them, during the summer. Now, we started out with one institute, we now have three, oceanography for the students that are in 5th grade, energy and robotics for the 6th grade, and energy communications for the 7th and 8th grade.

We take these students, we use the university faculty, we hand pick them so that they like kids, first of all, and then we bring them to the university where they do hands-on activities. And once they are eligible, they are eligible until they get into high school. We found that their science grades on the standardized tests improved, but what is even more significant is the fact, first of all, that they are coming to school and they like it. They are now a little bit special. They have something they have been selected to participate in.

We want to do the same thing with language. I was speaking with a teacher the other day who works with a program similar to this with Spanish, and they don't have the certified teachers for the elementary school so they have to go outside of the school day. And they have institutes after school where they filter the money for the instruction, $25, through the PTA. And after speaking with her and hearing of her enthusiasm and their success, I have no doubt that the same thing could be done with these kids in Providence. We charge nothing for the students to participate. The students that we deal with couldn't afford even—they are eligible for free breakfast and free lunch.

But with really a very modest budget we feel that we have met with great success with if the science and technology. We feel that we could do the same thing with the critical languages.

Senator **Jeffords**. Thank you. That's excellent.

Ms. Brown, I noticed, of course, that you have a very dynamic program, and I was curious as to how it came about. Where did the pressure come do build it? I understand from the people that are living there in Glastonbury now that they perceive a real need that other areas in this country have not perceived. Is that it? Just why are you doing so well in this area?

Ms. **Brown**. I think 1957 was such a historic time in the entire United States. We saw the National Defense Education Act come out of that time, and similar legislation has been put forth in our time, 1987. So I think that the country was in a different mood then—science, technology, the Cold War, competing with the Soviet Union as opposed to trying to understand the Soviet Union were the incentives then.

I think the location of United Technologies, to tell you the truth, in Hartford, and/or Breakers International, which is one of the largest poultry producing food stuff in the world, brought people who had been in the Peace Corps, as Senator Dodd has, to live in the region and to live in the community. They came with a language proficiency and they were recruited by large, multinational, in a sense, dealing with many different nations abroad, countries , and companies in Hartford. So that the parents had a very different perspective. They saw competition and an opportunity for their children to grow up and be able to compete in less commonly taught languages.

I believe that's one reason why we sustained a Russian program for more than 30 years. It is quite unusual.

Senator **Jeffords**. We talked earlier about the need for the knowledge of Russian in negotiations and verification, as Mr. Daniloff brought out. It seems to me that, especially perhaps today with the sale of Radio City Music Hall to the Japanese, that would be one way to alert our people of this country that they ought to be more interested in learning a foreign language.

I just can't conceive of sitting and trying to negotiate for a client to sell them something if I had a person from Japan sitting next to me talking in their language and I had to go through an interpreter, because you miss so much with body language and all that goes along with being able to speak the language. It would seem to me that perhaps the people in your community, United Technologies and all, recognized the incredible need of our nation to wake up to this fact.

Ms. **Brown**. I think that is absolutely true, and they also realized the enormous amount of time it takes, as Dr. Clifford pointed out, to learn a foreign language and become proficient in it, especially a language like Russian. It takes three times the amount of time that it really would take for comparable proficiency in some of the romance languages, two to three times. So that these are people who have labored and studied long and hard for the proficiency that they developed at a much older age. So they want their children to have this opportunity and have it be relatively painless, which it is, by the way. We would invite any of you that would like to come and see a dynamic foreign language program for everyone, to come to Glastonbury, or any of the other districts around the country that are really working hard.

But we need your help. We really do, seriously. Federal dollars make a huge difference. They did 10 years ago and I think they will for us in the future.

Senator **Jeffords**. Well, thank you very much, all of you, very excellent and exiting testimony.

Our next and last panel is Dr. Richard Unsworth, the President of the Northfield Mount Hermon School in Northfield, MA, and Dr. Charles MacCormack, President of the Experiment in International Living of Brattleboro, VT, joined by Ambassador Harry Barnes, Executive Director of the Critical Languages and Area Studies Consortium. It now has its home, which I have been asked by my legislative director to point out, is in Peachum, Vermont, an area that everyone in this room ought to visit sometime to be a high point in their life.

Dr. Unsworth, please proceed.

STATEMENT OF DR. RICHARD P. UNSWORTH, PRESIDENT, NORTHFIELD MOUNT HERMON SCHOOL, NORTHFIELD, MA

Dr. Unsworth. Thank you very much, Mr. Chairman, and thank you very much for the opportunity to testify this afternoon.

I am president, as you mentioned, of the Critical Languages and Area Studies Consortium, which is a nonprofit association of secondary and higher education institutions which banded together specifically to respond to the effort articulated by the Senate and the House in its joint resolution in March of 1987 addressing this critical shortage of foreign language competence.

As we have gone about our work we have been joined by other institutions around the country, including the Monterey Institute for International Studies, Dr. Clifford's neighbor, and just the other day by the New Haven public schools through a letter from superintendent John Dow.

I would, by the way, ask, in the light of the time pressures of this hearing, if I might introduce some further remarks.

Senator Jeffords. Please, we would deeply appreciate that, sir. I can assure you it will receive my personal attention and the attention of the Committee.

Dr. Unsworth. Thank you. My own observations are drawn not from special competence in foreign language instruction, but simply from spending 25 years in higher education and now 10 years in secondary education, heading the Northfield Mount Hermon School where we have an interesting student body of 1,125 students, about 20 percent of them—a little more than 20 percent—drawn from 78 foreign nations, as well as from 46 States of the United States and two of our territories.

Ambassador Harry Barnes, at the other end of the table, is a part of this consortium effort, as is my neighbor, Dr. MacCormack, and we will try to respond adequately to questions that might arise from testimony we give.

I would like to focus the attention of the committee, Mr. Chairman, on simply two issues. One, the need to begin the study of these critical languages early, and two, the importance of supporting linkages between secondary and higher education institutions in that process.

On the question of beginning early, all of the languages that we refer to here as critical—that is, Chinese, Japanese, Russian and Arabic—take English speakers at least longer by far to learn than more closely related European languages. Others have made that observation.

We are told that it takes now 1,736 hours on average of instruction to bring a student to the same level of Chinese as requires only 325 hours to bring a student to that level in Spanish. The level is the Foreign Service Institute's Level 2, which is considered a level of working competence.

Arabic presents an equally daunting requirement, and Japanese and Russian only slightly less so.

Mr. Daniloff mentioned the talent of mimicry. That certainly is part of the reason we need to drive this whole process down much earlier into the secondary and the primary grades, because it is true that youngsters become at home in speaking their own language, as they do become at home in speaking a second language, if they start early. We are discussing when we talk about critical languages, languages, these four, spoken by 75 percent of the world's population. And in almost all of those countries they start their second language very early, third grade, at latest, sixth grade.

The Japanese high school student right now typically graduates with six years of foreign language study behind him or her at the time of graduation. That compares to one or two years typically for the American student. In China right now if a student wants to matriculate at any university in the country, that student must be present competence proven in six areas, one of them the English language.

I think these things that have been mentioned by other people testifying here and that I am mentioning now underscore the fact that we must start earlier, we must teach better, and we must learn faster.

The second issue is one that is close to the purposes of our consortium, that is the link between secondary and higher education. American university faculties and facilities are really not being very economically used when they are employed to remediate the deficits of secondary education in foreign language study or any other field. It seems to me that scholars of critical languages should be spending their time with students who arrive at university already speaking and reading the language, and who can now be expected to read original sources in order to understand the political and the cultural and economic realities of the countries in question.

But it is not just a question of economies. The fact is that critical language study has been carried on so long at the level of higher education that we have only minimal ability to turn out teaching materials gauged to the developmental needs of younger students. And it is a very serious deficit for us in secondary education. We need new tools, and we need them soon. I think others have made that point as well.

Your bill deals directly with the role of technology in teaching critical languages, and that has been underscored by others. Progress is being made very rapidly in very exciting areas. Your bill, and the Foreign Language Competence for the Future Act, Mr. Dodd's bill, as well as the companion bills in the House of Representatives constitute a very encouraging testimony to all of us who are concerned, to the rising concern for this issue in the Congress. And I would close my testimony by assuring you and the members of the committee that there are those of us in the field who are ready now to address that concern with you.

We have the energy, we have the skill, and we have the experience and we need only the means. Thank you, sir.

[The prepared statement of Dr. Unsworth follows:]

PREPARED STATEMENT OF DR. RICHARD P. UNSWORTH

I. HISTORY AND PURPOSE OF THE CONSORTIUM

The Critical Languages and Area Studies Consortium was founded in 1987 in direct response to Joint Resolution 26 of the Congress, in which Senators and Representatives joined to bring national attention to the serious and rapidly increasing deficit in foreign language competence among Americans.

The specific design of the Consortium included institutions of both secondary and higher education, in recognition of the fact that America's language learning deficit can only be effectively addressed if educators at both levels act in concert. Secondary schools need the skill of the scholars in devising new approaches to instruction and new technologies for enhancing the teaching process. University faculties need strong high school language instruction programs in place in order to insure that university students arrive able to concentrate on using original foreign language resources in studying the politics, economics, strategies and cultures of the nations in question.

II. QUALIFICATIONS OF CONSORTIUM INSTITUTIONS

The founding institutions of the Consortium are all widely experienced in the field. Northfield Mount Hermon School has a one hundred and ten year history of international committments. The foreign students who have come to the school have returned to render distinguished service in their native lands. Examples abound. Pixley Seme, a Zulu youngster, came at the turn of the century from South Africa to prepare for a career in the law. Upon his graduation in 1904, he went on to Columbia University, and ultimately became the first Black African to be admitted to the bar in South Africa. Once there he founded the Zulu National Congress, which we now know as the African National Congress. Others became physicians (i.e. Dr. Abel Gousse, known throughout the Caribbean as the Albert Schweitzer of Haiti), political and religious leaders in their home countries.

Northfield Mount Hermon's committment is expressed today by the international mix in the student body (78 nations represented this year) and by strong foreign language and area studies offerings in the curriculum. NMH is one of the few schools in the country to offer Russian and Mandarin Chinese to the fourth level, in addition to Latin, Greek, French, Spanish and German.

NMH also carries on an exchange program with one of China's five "key" universities, Fudan University in Shanghai, which brings members of their faculty and administration for a year's internship program at the School and offers NMH students of Chinese the opportunity to study intensively under the tutelege of Fudan faculty members. This year, the School has embarked on a student exchange with the principal high school in Yaroslav'l, a large city 150 miles north of Moscow. In addition, active sister school exchanges of faculty and students are maintained with schools in France, Spain, Egypt, Swaziland and the Dominican Republic.

This combination of a large international population, a strong language curriculum, including critical languages, and exciting exchange programs, testifies to the skill and experience Northfield Mount Hermon brings to the task addressed by the two pieces of legislation under considertion: Mr. Jeffords' bill S. 1540 and Mr. Dodd's bill S. 1690.

The other members of the Consortium have equally strong credentials for the task addressed by these bills. The Experiment in International Living is a major supplier of language teachers through its graduates programs in the School for International Training. In addition, EIL has a vast network of overseas programs, many of them serving needs of the United States government defined and supported by the Congress. Cushing Academy was among the earliest schools in New England to introduce Chinese and Japanese into its curriculum in addition to its European languages. It, too, has a significant population of international students and an imposing array of overseas affiliations.

III. EXPANDING MEMBERSHIP IN THE CONSORTIUM.

The founding institutions have now been joined by a lengthening list of public and private institutions of secondary and higher education around the country. Some of these already have begun programs in one or another of the critical languages, and others are searching for the means to do so. Some examples of interest include the North Fulton High School in Atlanta, whose pioneering program in Arabic has recently been recognized by the Governor of Georgia; the New Haven CT public school system which is engaged in an experiment with new urban-suburban linked programs in Japanese, Chinese and Russian and in East Asian area studies; a consortium of public high schools in central Massachusetts which is developing a joint Chinese language program in cooperation with Cushing Academy, and many others. The list is already large and is growing weekly. Each of the associated institutions is at a different stage in the development of its interests and programs, and each expects to benefit from and to cooperate in the development of Consortium programs.

IV. NATIONAL SCALE AND URGENCY OF THE CONSORTIUM'S TASK.

The common concern of members of the Consortium is the dearth of talent being trained in this country in the critical languages. We cannot presently supply our needs for language-proficient personnel in the military, in our diplomatic corps or in our business community. We are at an increasing competitive disadvantage. Our business representatives often lack not only the ability to carry on negotiations in Chinese, Russian or one of the other languages, but they frequently miss the important "signals" in a business conversation which will tell them when to press their interests and when to step back and listen to the interests of their trading partner. In diplomacy, we have been too often caught short by a lack of persons to translate an important situation or event. When Russian soldiers first defected in Afghanistan and sought the protection of the American embassy, we were unable to interrogate them, for lack of any Russian speaker in our staff.

The solution to this crisis in supply will require rather a long time. The amount of time required to learn a critical language is up to five times greater than the requirement for one of the Romance languages, for example. To reach the Foreign Service Institute's level two, considered the level of functional ability in a language, requires 1736 hours of instruction in Chinese, but only 325 hours in Spanish. Similar differentials exist in the case of Russian, Arabic and Japanese. So every delay in beginning a renewed effort extends the period of our critical shortage and puts us more at economic and political risk.

Even though there are new programs in these critical languages around the country, the effort is in its infancy and the number of programs is still very small. At the present, for example, the professional association of teachers of Arabic can identify only 18 high school programs in that language nationwide. Japanese businesses, now increasingly involved in

American markets and American manufacturing, are seeking new opportunities to establish further Japanese language programs for American students. The Geraldine R. Dodge Foundation, through its China Initiative program several years ago, was able to launch new programs in public and private schools for the teaching of Mandarin Chinese and Chinese culture. And Russian language programs are very slowly increasing, inspired in part by the President's U.S.-Soviet Exchange Initiative.

As important as these new developments are, the advance toward an adequate supply of people literate in one of the critical languages is painfully slow and, at present rates, will never begin to catch up with our expanding national need for such talent.

The Consortium recognizes that fact, and appeals to the Congress to give vigorous support to the bills now before it which address this vital national interest: S.1540 and S. 1690 and their companion bills H.R.3258 and H.R.2188. In these bills, Senators Jeffords and Dodd and their co-sponsors, and Congressmen Smith and Panetta and their co-sponsors have made the case with striking clarity and have called for modest but effective funding which should be sufficient to spark a major response in the private sector. Their bills are true examples of enabling legislation.

V. PEDAGOGICAL ISSUES FOR THE CONSORTIUM.

The particular strength of the Critical Languages and Area Studies Consortium is its design in yoking the talents and needs of secondary and higher education in addressing the country's foreign language deficit. Until now, virtually all instruction in these critical languages was done at the university level, with the result that the materials developed for instruction were geared not only to the developmental level of college students, but to the reading and research needs associated with scholarly pursuits in those languages and their literatures.

It should go without saying that a ninth grade student cannot learn Chinese quickly and efficiently using a college text. Yet that has been the only option for most Chinese programs at the secondary level. At Northfield Mount Hermon, a large portion of the time of the Director of the Chinese Language and Culture program has been devoted to the development of teaching materials appropriate to high school students.

If rapid progress is to be made in the development of talent in these languages, urgent attention needs to be paid to the crafting of texts and other teaching materials specific to the learning styles of younger students. Further, the emphasis of these materials needs to be on enabling total communication, rather than aiming ultimately at research and other scholarly interests.

A second major pedagogical issue addressed by the Consortium is that of teacher training. One of the principle reasons for making the secondary-higher education link an essential ingredient in the Consortium is our recognition that the pool of teachers able to serve a secondary school population is far, far short of the present demand. Indeed, unless rapid strides are taken, the supply will fall increasingly short of the demand as schools around the country undertake to launch such programs.

Foreign language instruction requires many special skills beyond fluency in the language being taught. It is not enough to be a speaker of the language, even a native speaker. One must be able to convey to students the ability to utter the strange sounds of a new language, have the imagination of an artist in festooning the classroom walls with images of the country and culture, be competent in using such new media as interactive video disk technology and satellite TV classroom exchange, and have such a developed level of nuance in the language that conveying grammar, propriety and aptness in expression will be second nature.

The training of new teachers and the professional development of those already in this rapidly evolving field is therefor an essential element of the Consortium program.

Technological developments already mentioned are becoming increasingly important in foreign language training. They are not "new toys" for the teachers. They are devices which introduce entirely new ways of learning, many of which are already demonstrated to be much more efficient of both time and resources than the means we have previously had available. Where these new technologies are already in place, as they are in a number of university classrooms, fascinating options open up. For example, it is now possible for students to walk through a marketplace, try out their bargaining skills and conclude a sale -- all by means of interactive video technology. It is also possible for students in American classrooms to catch the evening news from Moscow, to exchange video taped debates and discussions with contemporaries in classrooms abroad, and to engage in a host of other activities akin to the experience of living and traveling in the country whose language is being studied. The contribution of these technologies to both the speed and depth of learning is self-evident.

Another reason for the link between secondary and higher education in the Consortium's focus is the need for further refinement of these technologies, a task appropriate to the scholars and researchers of a university faculty. The best of these developments takes place when the scholarly postulate is tested against the experience of the teacher in the classroom. Such partnerships are productive for both parties and, more important, for the students in these programs.

VI. THE FEDERAL GOVERNMENT'S ROLE

The role of the federal government in meeting the crisis in critical language competence is best described as "leverage." By supporting efforts to address the issue, the federal government fixes national attention on the issue and provides the initial momentum for the effort required to get the supply lines going. Probably the greatest obstacle to gaining the needed momentum on this issue has been the tangle of interconnected deficits with which we continue to be faced:

* not enough students taking the languages,

* school committees reluctant to inaugurate and fund new courses with initially low enrollments,

* publishers hesitant to invest in materials for which there might not be an adequate market,

* potential teachers looking to other fields to employ their linguistic talents either because the salary competition is so stiff or because of the uncertainty of finding appropriate jobs in secondary education,

* university faculties training students for the near-term and urgent markets in business and diplomacy rather than secondary school teaching, etc.

There is adequate evidence of a rising recognition at both secondary and higher education levels of the importance of making breakthroughs in the field of critical languages. The role of the federal government cannot be that of taking full responsibilility for meeting such a broad scale educational need. Its role can and should be that of priming the pump. It should expect and require responses from the private sector in the spirit of shared responsibility.

The Consortium offers evidence of that possibility in the investment voluntarily made by the founding institutions over two and a half years, and by the grants already received or in process of deliberation by private foundations. Most recently, the Mellon Foundation provided a grant of $90,000 to enable the Consortium to develop, together with the University of Massachusetts, a summer program in Arabic studies for upper level high school students and freshman and sophomore college students. Another grant from the Hewlett Foundation will enable a cooperative program of the same sort between schools and colleges. These are encouraging signs. What is now needed is the "booster rocket" that only the federal government can provide through its appropriations. Once in orbit, the emerging economic and political realities of the international community will insure that these programs will have the same stability in the secondary school curriculum as the other major academic disciplines.

VII. APPENDIX: SAMPLE ENDORSEMENTS

"I would like to take this opportunity to offer my wholehearted endorsement of the intiative put forward by the Critical Languages and Area Studies Consortium. This private sector initiative to improve the delivery of critical languages and area studies education at secondary and elementary schools is a perfect complement to my own effort to "internationalize" education in the State of Vermont."

Madeline M. Kunin
Governor of Vermont

"I hope the Congress and the President will act promptly on the program proposed by the Consortium. There are few areas which warrant a higher priority in the international affairs area."

Ambassador Alan William Wolff
Deputy U.S. Trade Representative
The Carter Administration

"Unless these [language deficits] are reversed, we will cede political and economic leadership to those nations better prepared to operate in a global village....I am very enthused by this important new initiative and its potential for improving language education in the State of Florida and around the country."

James W. McLamore, co-founder and
Chairman Emeritus, Burger King Corp.
and Chairman of the Board of Trustees,
University of Miami

(SAMPLE ENDORSEMENTS, continued)

"Over the next several decades, if we are to retain our position as a world economic and political leader, we must prepare our young people to understand and communicate with their counterparts around the world. I applaud your initiative and wish you great success in your important work."

Armand Hammer
Chairman and Chief Executive Officer
Occidental Petroleum Corporation

"In order to make these languages available across the nation, CLASC will develop model teacher training programs, develop new curriculum materials, and demonstrate the use of new curriculum in the class room. We believe that by making these languages universally available to young students across the country, we can save the Federal Government tens of millions of dollars per year in "crash" language programs designed to generate minimal competency."

Gordon Paul Smith
Chairman of the Board
Monterey Institute of International
Studies

"On behalf of all of us in both secondary and higher education, I am grateful to you for taking such a strong interest in this critically important program. I wish you luck and I join the throng who will thank you for your efforts."

Elizabeth T. Kennan
President
Mount Holyoke College

"Our organization wholheartedly supports your efforts to establish the Critical Languages and Area Studies Consortium. The Consortium will fill what we all believe is a significant need in the field."

American Secondary Schools Chinese
Language Teachers Association

Senator **Jeffords**. Thank you, Doctor.

Dr. MacCormack?

STATEMENT OF DR. CHARLES MACCORMACK, PRESIDENT, THE EXPERIMENT IN INTERNATIONAL LIVING, BRATTLEBORO, VT

Dr. **MacCormack**. Thank you very much, and with your permission, I would ask that my written statement be inserted in the record and make a few brief additional comments.

Senator **Jeffords**. Certainly.

Dr. **MacCormack**. First of all, I would like to express my gratitude to you, Senator Jeffords, and say how proud I am to come from a state, the State of Vermont, that has shown educational leadership to the nation for a long time. Starting with Senator Morrell and the invention of the land grant colleges and universities, your colleague, Senator Stafford, your long service in the House and now again here, and we are all grateful to you for that leadership.

Senator **Jeffords**. I thank you for those words, sir.

Dr. **MacCormack**. As I watched the television over the past couple of weeks, I have learned more about tectonic plates and the forces that move the earth than sometimes I wanted to know, but I cannot help but see some analogies between those large movements that are taking place under our feet and some of the large movements I see in my travels around the world with my work with the Experiment in International Living.

It seems to me that the world is going through a major period of transition where these massive forces are creating a new environment for ourselves, our children, and our grandchildren. First of all, we are moving away from the bipolar East/West confrontation that has marked our lives since the second world war to a multipolar world where the Pacific rim, Japan, China, the countries of the Arab world, the European community in 1992, our new relationships with Eastern Europe and the Soviet Union create a whole new environment around us.

Second, that that environment is now going to be much more marked by education, communications technology and finance as compared strictly to military relations. So that the future will much more belong to those peoples who deal with their education, their communications, and their technology.

And finally, within that context much more of that future will be determined by citizen relationships and private sector initiatives, as Senator Cochran said. That when you begin talking about economics, education communications, philosophy, you begin talking about those things that people involve themselves in, citizens involve themselves in, and private organizations involve themselves in.

I was told the over day that IBM essentially has more foreign service officers abroad than the Department of State. And in a world where trade and economics and technology dominate relations, then private institutions must play a more significant role. This is also true in international education and exchange. The Experiment in International Living, for example, involves more than 35,000 young people in international exchange programs with a language focus every year. This compares with something like 5,000 or 6,000 exchange students sponsored by the U.S. Information agency. So here is an example of how citizen initiative, private initiative can play a very important role, as we have heard is necessary.

When one looks at private exchanges—and again, we have heard how important that is in stimulating interest in foreign languages, between one million and two million young Americans are involved in exchange programs over year. Now, the total funding of this is between $1 billion and $2 billion a year and it is 99 percent funded by families and schools and rotary clubs. So that there is a tremendous amount of opportunity that is taking place at the private level.

On the other hand, there are some major gaps in this private sector support and interest. And these gaps have largely to do with these emerging relationships to the future with Japan, with China, with the Middle East, where private initiative, private interest, family interest is not supporting these kinds of activities.

There are between 12 and 14 million American university students at one level or another, and of these 12 to 14 million, fewer than 5,000 participate in any kind of study abroad program to a nonwestern country. So 5,000 out of 12 to 14 million describes a real problem in terms of these future oriented areas.

I mentioned to you earlier that flying back from Japan last month on a major American carrier, 60 percent of the passengers being Japanese, not one member of the crew spoke Japanese. And so we are concerned about our trade deficit, but I wonder how long those Japanese customers are going to continue to fly on an American airline with no one to take their dinner order in their own language. And yet we have to provide the seed corn for these kinds programs.

Where are these airlines going to find the Japanese speaking stewards and stewardesses. They can't afford to pay them because there aren't enough of them. The colleges and universities can't find exchange students to go to Japan or Korea or Indonesia because the students don't begin studying at the secondary and primary level where the inspiration, interest takes place. So the private sector can play a major role, but we need a partnership, a pump priming partnership if the Government to get the ball rolling.

You asked earlier how can it be done, and I think it has to be done through a joint effort, but I think we need help from the public sector in priming the pump in order to start these kinds of programs. Thank you very much.

[The prepared statement of Dr. MacCormack follows:]

PREPARED STATEMENT OF DR. CHARLES MACCORMACK

Mr. Chairman, members of the Subcommittee, thank you for the opportunity to appear before you today. I would like to offer particular thanks to Jim Jeffords for both his leadership in crafting S. 1540 and his longtime support of international education.

Let me begin by introducing my organization. I am President of The Experiment in International Living, the oldest international exchange and education organization in the world. Founded in 1932, The Experiment invented the homestay concept of learning the culture of another country by living as a member of one of its families. When Sargent Shriver created the Peace Corps, he turned to EIL to help design and implement the Corps organizational structure as well as its area studies and language training programs.

Over the years, The Experiment has grown into a broadly diversified worldwide organization which promotes international understanding through citizen exchange, career-oriented higher education, language instruction, and projects in international development and training. We are headquartered in Vermont but have affiliate relationships with Experiment offices, universities and non-governmental organizations (NGO's) in over 50 countries around the world.

EIL's academic division, the School for International Training, conducts Bachelor programs in international studies, and Master programs in the teaching of languages and intercultural management. The school also offers a college semester abroad program for students of other colleges and universities, and specialized non-degree professional training in management, teaching and training.

Our overseas development projects throughout the world provide training and technical assistance in a variety of fields, currently the largest of which are refugee training programs in Southeast Asia. The Experiment also conducts projects in education, rural development and vocational and management training. All told, last year 35,857 people participated in Experiment-sponsored activities.

The International Challenge

Our institutional history and our global vantage have provided us a unique perspective on the changes and challenges facing our nation. These challenges lead me to believe that enactment of S. 1540 is critical to our Nation's future.

America emerged from World War II with unquestioned world leadership in the economic, technological, educational, and political spheres. Our preeminent role has provided us and many others around the world with unprecedented development and prosperity. However, it was a condition that could not last, and the era of American dominance is coming to an end. It is being replaced by a more normal balance of capabilities among several groups of countries.

This means that America will need to redefine its role with four key world groups during the coming years: the Soviet Bloc, our traditional NATO allies, the increasingly-important economies of the Pacific Rim, and the developing countries of the Third World. As these changes in international relations are occurring, the world is becoming increasingly competitive and increasingly volatile. This places new demands on the business community, the diplomatic corps and citizens throughout the United States--demands that we are ill prepared to meet.

America has long ranked at the bottom of the world's leading economic powers in terms of our knowledge of international economics, foreign languages, area studies and geography. This was an attitude that we might tolerate during a period of isolation or economic and financial dominance. However, in the highly competitive world marketplace of the future, our standard of living and our national security will be much more dependent on a citizenry that is educated and involved in regard to languages and world affairs. This will not come easily to a nation with a tradition of feeling relatively self sufficient from the outside world.

The Experiment In International Living, as well as other citizen exchange organizations, have traditionally provided one of the most effective means of internationalizing our citizenry--private citizen exchange. Poorly understood and often times overlooked, I refer to it as America's hidden asset:

> 1). It is large scale. At least one million people per year participate in America's community-based citizen exchange efforts. Citizen exchange organizations maintain some 4000 offices throughout this country and the world. They involve more than 1.25 million volunteers and spend at least $500 million every year.

2). They are predominately privately financed. 90 percent of these activities are funded by private sector tuition and donations.

3). They are egalitarian. People from all walks of life, from all income levels, from all over America, are involved in citizen exchange programs as host families or participants.

4). They are cost/effective. By using volunteers, by tapping the altruism of staff, by searching out low-cost options, and by utilizing existing infrastructure, these programs operate at a fraction of the cost of most publicly-sponsored programs.

5). They are high impact. Studies have demonstrated the language and intercultural learning that results from in-depth citizen exchange.

In spite of its impressive scale, the private citizen exchange field suffers from a number of severe shortcomings and cannot adequately address the critical languages and area studies competency problem alone. Fewer than ten percent of outbound citizen exchanges focus on our critical emerging relationships with the Soviet Union and Eastern Europe, China, Japan, the Middle East and the ASEAN nations, or the Third World. Incoming exchanges suffer from a similar lack of representativeness. As a result, privately funded citizen exchange is unable to address our national need for greater language competence in Chinese, Japanese, Russian or Arabic, or for more area expertise in terms of the entire non-Western world.

The Need for New Partnerships

As we at The Experiment look to the future it is clear to us that we must make a renewed effort to develop a sufficient number of Americans with mastery of the languages and area studies relevant to these parts of the world if we are to be able to compete and cooperate effectively. The exchange community must reach out to the elementary and secondary school systems as well as the higher education community to share resources and develop new approaches to language and area studies instruction.

Why are new approaches necessary? Despite a 1983 warning by the President's National Commission on Education that critical foreign languages--currently defined as including Japanese, Chinese, Russian and Arabic--competence requires four to six years to develop (it is estimated that it takes 1,735 hours of Chinese language training as compared to 325 hours of Spanish to meet minimal professional requirements) and "should be started at the elementary grades," few states require that foreign languages be taught and even fewer require foreign language study prior to graduation. As a result, no effective curriculum has been developed for elementary and secondary students and less than 1% of all high school students develop even minimal levels of language and area studies competence.

We are capable of training people well, nonetheless, the deficit of language qualified citizens is growing as rapidly as the needs grow. We simply do not have the critical mass of teachers needed to reverse the language deficit.

The solution to this problem involves the development of partnerships between elementary schools, institutions of higher education, international exchange organizations, institutions with graduate teaching programs, and the Federal government. Through such partnerships we can begin to share resources and experience and develop the teaching and curriculum infrastructure needed to reverse these trends.

Critical Languages and Area Studies Program Assistance Act

S. 1540, introduced by Senator Jeffords (and cosponsored by Senators Kennedy and Pell) and the companion bill introduced by Congressman Peter Smith, would address this problem by providing seed funding to eligible consortia for the operation of critical languages and area studies programs, the development, construction, and acquisition of educational equipment, materials and facilities, and teacher training, texts and curriculum. Senator Dodd's legislation, S. 1690, contains a similarly important provision. I strongly support these bills and, before closing, would like to offer a few observations in support of their approach.

First, a successful critical languages effort must encourage each "player" in the educational process to coordinate curriculum and teaching efforts with the other members of the educational team. Teaching efforts at the secondary level should build upon the intercultural learning expertise of the exchange community and serve as a foundation for advanced learning at the university level. Concurrently, teaching efforts at the university level must be designed to build upon secondary level training (where available). This coordination is crucial if we are to generate the cadre of Americans with the four to six years of coordinated language training that is needed to develop competence in a critical language and in depth familiarity with the relevant cultures.

Second, language training, particularly at the elementary and secondary level, must be offered in a cultural context that is relevant to the age and experience of the student. This can especially effectively be accomplished through the establishment of homestay based intercultural learning experiences as both host and as guest. These exchanges succeed only as a result of careful planning and implementation and require the expertise of an experienced exchange organization.

Third, a survey conducted by the American Association of Colleges for Teacher Education found that less than 5% of all teachers being trained had any formal exposure to intercultural, international or foreign language matters. We must make a major effort to retrain existing teachers and fully train new teachers in the instruction of critical languages and area studies.

And finally, we are entering an era of new teaching tools when satellites offer the ability to link students around the world, when computers offer the opportunity for homestudy and when interactive video promises to create "learning environments" where students can "walk" through a Chinese market while practicing vocabulary or visit a Russian farm while learning the names of the animals. Funding must be made available to develop model language laboratories exhibiting and integrating new technologies for demonstration and instruction.

We at The Experiment, in conjunction with Northfield-Mt. Hermon, and the Cushing Academy have begun to move forward in this effort by establishing the Critical Languages and Area Studies Consortium two years ago. Since the beginning of this year, the Consortium has been administered by Ambassador Harry Barnes, former Director General of the Foreign Service. I know that my colleague Rev. Richard Unsworth, President of the Consortium, will focus on this effort in his testimony and I will leave further description to him.

Mr. Chairman, thank you for the opportunity to testify. I would be pleased to entertain any questions you might have.

Senator **Jeffords**. Thank you, Doctor.
Ambassador Barnes?

STATEMENT OF AMBASSADOR HARRY BARNES, EXECUTIVE DIRECTOR OF THE CRITICAL LANGUAGES AND AREA STUDIES CONSORTIUM

Ambassador Barnes. Mr. Chairman, I would simply provide one reflection from my past and a reflection from my present. One of my earlier incarnations in the Foreign Service was as Director General of the Foreign Service and Director of Personnel. And I felt very acutely there the problems we had in Foreign Service of training people to adequate competency in particularly these difficult and less commonly taught languages, and can therefore understand very readily how important it would be if we are as a country able over the next decade or so to institute a program, starting as far back as we can, but certainly in the secondary schools, so that by the time people reach their career choices they already have a lot invested in terms of success and competency in these languages and cultures.

Second, in terms of my present incarnation, I would simply add to what others have said about the importance of a partnership. The Critical Languages and Area Studies Consortium organized several weeks ago a working from around New England for people working in the critical languages area, and I must say I was terribly impressed both as an American and someone who has lived abroad, with the competence and dedication of the teachers and administrators who were at that conference.

And second, I have been impressed so far with the beginnings we are finding of interest on the part of some foundations. Just the other week, for example, the Mellon Foundation provided us with an initial grant for a program in Arabic and Near East studies. So I think there is a basis for partnership, and for that reason we are very hopeful that that can be something that will be high on your agenda and that of the committee as well.

Senator **Jeffords**. Thank you. I thank all of you, and I want to commend you, and I can't say enough good things about the work that all of you have been doing in this field. It just is incredible to me the opportunity we have right now which we have seen evolving with the new policies under Gorbachev and the developing power centers and the economic fields with Japan, et cetera, and yet knowing the markets are over in areas where we have little or no expertise in the economic sense and the dire need for the ability to communicate in the critical areas that Mr. Daniloff mentioned. And how in the world can we get this going fast enough to be able to fully take advantage of the tremendous opportunities we have now in this new evolving world, apparently of peace, and yet very different changes in the economic structures that are going on?

Probably you could help us in that, and hopefully this bill is part of the answer, but can we do it in time? Can we create that national will and the understanding and the realization or the need in time to get it done? And will your work be able to produce the kind of models and things that we need? Do you think it is possible?

I hope your answer is yes, or maybe I won't listen to your answers.

Dr. **Unsworth**. You won't be surprised to hear us say yes. Yes, I do think it is possible, and one reason that it is is because there is already a ground swell. You have heard other people testify today about remarkable programs, some of which have been going on a very long time, as in Glastonbury, some much which much more recently. But in our own school, for example, we began only six years ago with our Mandarin Chinese program. Twelve students signed up, There are now 80 students. It is a very popular program. It will continue to be. We are hiring more people. I think that's the experience elsewhere, too.

There are barriers that have to be gotten by in the awareness of people that these languages can be studied effectively and learned effectively at the high school level. There is a lot of fear about non-western alphabets or symbol systems and so on, but one can get by those things as you find ways to take advantage of the ground swell of activity that is there already. If we can bring together the forces that you have heard arrayed around the country and give those a certain point and visibility, yes, I do think that you will see this whole effort take off in a 5-year period and reach new levels.

Dr. **MacCormack**. I have been involved in this field now for really 30 years, having started at Middlebury College and developing my interest in languages because of the focus of that institution. And I have not seen as much concern about these issues, genuine concern in the Congress, in the business sector, at state and local level than I am seeing now.

I think there is a business and financial drive train that is rapidly evolving in the corporate sector in this country that is realizing that we have to make these investments if we are going to continue to be a significant economic power in the 21st century. That is bound to translate into a powerful force. The bad news is that historically we are a major continental power with massive oceans that we feel separate us from the rest of the world, and we don't have a tradition of relating to these areas of learning that is the case elsewhere, so it is going to require that extra effort. But as you know, when this country decides to really focus on something we can move mountains, and I hope we will be seeing a time where we will decide to focus on these issues.

Senator **Jeffords**. Senator Cochran raised sort of an interesting question in this area, that is, well, if the need is out there and corporate America recognizes it, why do we need the Federal Government to get involved here? Why shouldn't we just rely upon private funding sources to do the job? What is your answer to that?

Dr. **MacCormack**. I'll start. Going back to what I said about priming the pump and focusing on those areas that the private sector for one reason or another is not yet quite yet ready to involve itself in, and I do think that in the secondary and primary areas, in particular in regard to these critical languages, with all the other issues that corporate America has to deal with, there needs to be a head start provided by the public sector. I don't think it has to be forever, but when I mention exchange programs and the fact that American parents pay between $1 billion and $2 billion out of their own pocket to send their overseas, they are still not quit ready to have them go to Korea or to Japan or to Morocco or to Egypt.

So the Government has to, I think, take a lead during those times when the public is still sort of putting its first foot in the water to make it a little easier to take that leap.

Senator **Jeffords**. Would it also be somewhat unrealistic to expect the corporations to be interested in the primary and secondary level at this time? Would their needs be so immediate they would probably be looking for something that is going to give them a reward in a much quicker time?

Dr. Unsworth. If I speak from painful experience, yes. One of the criticisms of American business made by the head of the Sony Corporation just a couple of weeks ago if you recall, was the quarterly report mentality, the short-term mentality that seems to prevent us from making the investments that have a long-term payoff. The Japanese experience suggests that that is true. And it is true. I talked to one of the major American manufacturers and vendors of garments just recently about interest in teaching Chinese, because all their manufacturing is done in Taiwan, all of it, and they are a very, very major vendor. The answer that came back was that they were interested in finding a few Chinese speaking college graduates who they might put in summer internships to learn the business.

That's a long way from realizing where you create Chinese speaking college graduates. The distance between American corporate mentality and the secondary and primary task is very, very great, and I fear that that is one of the gaps that the Federal Government needs to fill, because we cannot look to corporate America to fill it without some incentive, without some push.

I would add, if I may, one other comment about that. One of the problems that you realize in trying to get people past their shyness about tackling some of the more difficult languages is the strangeness of the orthography. So if you go to the East Hampton, Massachusetts public high school and say, "Would you like to have a course in Chinese," the principal, who attended one of our superintendents' gatherings recently, said he would give anything to get that program started, and he knows that if you could get it started, in 5 years he would have enrollments comparable to those in our school. But to try to get his school committee to fund a course that is going to require a full-time teacher and serve perhaps a dozen students at most in times of severe tax constraints is almost an impossible barrier to get past. It suggests the need for the kind of pump priming, the kind of booster rocket for this whole effort that I think has to come from the Federal Government.

Senator **Jeffords**. Ambassador, what is the impact of the foreign language deficit on our foreign policy in the Soviet Union and the Middle East and elsewhere? What kind of problems does it create for us, the lack of our ability to provide people that understand and can speak the language?

Ambassador Barnes. The sort of it creates, Senator, primarily is that much of the time you do not have when you need them people who have the requisite competence. Senator Simon mentioned earlier that he is introducing some amendments to the States Department authorization bill which are designed to try to remedy that situation by requiring that positions in American embassies and consulates be designated as requiring a certain level of competence.

I have been very impressed with the capability of older Americans—by that I mean people who have come into the Foreign Service after finishing their university education—to learn critical languages, despite the fact that it would have been much better to learn them earlier. But that has been always, up to now anyway, a matter of luck. And correspondingly, it has been a matter of luck whether you have an adequate number of people with the adequate competence in any of our embassies at a given time. The story continues to be told of the situation in our embassy in Teheran at the time that that was taken over.

So it really is providing us with a handicap we don't need. Despite the fact we have got good people, we need more, and we need more people with still greater competence than they have.

Senator **Jeffords**. Thank you. Senator Dodd asked a couple of questions he wanted me to ask.

The Experiment in International Living has a well deserved reputation as a leader in the area of student change. I think we all could agree with that.

How necessary is a study abroad component to training foreign language teachers? Is there a reasonably inexpensive way to include study abroad as a part of the summer institutes or in the recruiting of new teachers?

Dr. MacCormack?

Dr. **MacCormack**. We feel that study abroad is a crucial part of the education of the language teacher. Speaking from my own experience, having studied languages in classrooms in the United States for a number of years in both their area studies, the dimensions, and their linguistic dimensions, until I had the opportunity to visit the country, immerse myself in the life of that country, speak the language day to day, it was never alive for me, either linguistically or personally. And in our methodology for graduate training of language teachers we include a study abroad component in the country of that language as part of their education.

I would say in particular in regard to the languages we are discussing—Japanese, Chinese, Arabic and Russian—although I am not an expert, if I were following that track it would be almost impossible for me to imagine myself being capable of teaching one of those languages without having had the opportunity to speak it day to day with native speakers of the language on their own terms in a daily way, and it would be impossible for me to communicate the life of those people, which is ultimately what communicative competence is about, without having experienced that life. So in any teacher education we would implement a total immersion experience with the language and the culture as part of the educational program.

Senator **Jeffords**. Again from Senator Dodd. Your consortium certainly seems to be an impressive undertaking that makes a real contribution in critical areas. Are there any similar consortia in other parts of the country, and also, wouldn't the effort be strengthened by an addition of a public school like Glastonbury, or even an inner city school with a broader based enrollment?

Dr. **Unsworth**. One answer is that we have just added the New Haven public school system, which has launched a cooperative urban/suburban program in critical languages, and it was that that prompted Superintendent Dow to want to become a part of our consortium.

Mr. MacCormack will tell you about cooperation with rural schools in Vermont, and we have a set of similar cooperative endeavors with rural schools in Massachusetts with a Chinese teacher who circulates among those schools.

Dr. **MacCormack**. It is very much our plan, and in fact our current implementation, to be involving a wide range of lower income, less advantaged public schools, urban and rural, from throughout New England and throughout the country. And in fact, I must say I was additionally moved in this direction by a comment that was made by the principal of an inner city school at the New England Regional Conference on Critical Languages Ambassador Barnes just mentioned that we held a month ago.

And he noted that in almost no other subject area had he seen such excitement amongst his students as the teaching of Japanese and Chinese, because it was one of the areas where they started on a level playing field, that the other students were starting at the beginning and so were they. So they, put in a high quality, exciting educational program, had the same kind of opportunity to advance that other students who might have had better math, or better science in the second grade or the third grade or the sixth grade had an advantage. So that to me is an additional interesting reason to be sure that this program reaches out to those kinds of students.

Senator **Jeffords**. The other part of the question was, are you aware of any similar consortium in any other area of the country?

Dr. **Unsworth**. I am not aware of similar consortia, that is that cross the line of higher and secondary education. There are many, many associations concerned with this area, but I am not aware of a parallel to us.

Ambassador Barnes. I think the only one that is just getting started is that one in New Haven, because of the new magnet school program of the New Haven public school system. They are going to be getting some assistance from Yale. What form that is going to take, though, isn't clear yet, but it could turn into that sort of a consortium.

Senator **Jeffords**. Well, thank you, all of you. Is there anything else you would like to add before I close the hearing?

Dr. **Unsworth**. Just our gratitude for your taking this initiative and for Senator Dodd's initiative in the same direction. This is exceedingly important, the time is ripe, and we are very grateful to see this rising to the surface.

Senator **Jeffords**. Well, we have had excellent testimony today and I am hopeful that we can pass that on to the other members of this body in the House so that we can get some rather quick action here.

Before I close, if there is no objection, and I doubt, looking around, that there probably will be, I would like to make a letter from Senator Leahy in support of the bills to be made a part of the record.

And I also commend Senator Leahy for his efforts. As you know, he has been very friendly to helping in this area and I am sure we can look to him for further assistance.

I would also like to announce that the record will remain open for 2 weeks so that individuals may submit any additional testimony or thoughts that they may have, and with that, the subcommittee now stands adjourned. Thank you all again.

[The prepared statement of Ambassador Barnes, letter of Senator Leahy, additional statements, and material submitted for the record follows:]

PREPARED STATEMENT OF AMBASSADOR BARNES

Critical Languages and Area Studies Consortium

Once viewed by ourselves and by others as the undisputed leader of the Western world, the United States faces a future that many observers predict will see the decline of American political and economic influence and the rise of Japan, China and other countries of the Pacific Rim. At the same time significant changes are taking place within the Soviet Union and in U.S. - Soviet relations. Our trade deficit, the newly acquired status as the world's leading debtor nation and the pressure therefore applied to require our allies to play a larger global defense role and to cut our own assistance to developing countries -- all these are signs of that future pessimistic prediction, or at the very least of a world that is much more uncertain in terms of our leadership role than it has been for decades.

As these changes are occurring, the world is becoming both more volatile (witness the Middle East) and more competitive (1992 Common Market integration) and yet will require new forms of cooperation to avoid and mitigate a wide host of problems with world wide implications. Neither cooperation nor competition for the United States will be really successful unless we thoroughly understand this changing environment.

One of the essential tools for reaching such understanding in these next decades is mastery by a sufficient number of Americans of the languages and area studies relevant to the parts of the world that are assuming increasingly great importance. These are the critical languages and without a firm grounding in these languages and the cultures, economic and political institutions of the countries concerned, we cannot market our products effectively there nor anticipate their actions so we can challenge or cooperate with them.

Unfortunately our educational system has not provided the necessary capabilities to meet these demands. Despite the fact that the President's National Commission on Education warned that critical foreign language -- currently defined as including Japanese, Chinese, Russian and Arabic -- competence requires 1,735 hours of Chinese language training as compared to 325 hours of Spanish to meet minimal professional requirements) and "should be started at the elementary grades," only eight states now require that foreign languages be taught and none require foreign language study prior to graduation from high school. As a result, no effective curriculum has been developed for elementary and secondary students and less than 1% of all high school students end up with even minimal levels of competence in any language.

Our relative world position and the challenges we will be facing create a level of need greater than that which prompted passage of the National Defence Education Act of 1959 which authorized immediate concentration of resources in science and foreign language training. There are more English teachers in the Soviet Union than there are students of Russian in the United States and more students of English in China than there are people in our own country. We simply do not have an adequate supply of teachers of Japanese, Chinese, Russian or Arabic to create the critical mass needed to reverse the critical language and area studies deficit. In addition, the deficit has serious security implications--the federal government is unable to fill over a third of the senior positions it has requiring critical language and area studies competence. Congress in FY '87 authorized a special pay incentive program for the Department of Defense to try to meet some of the gap; similar programs exist for agencies like State, NSA, and CIA, but can meet only a small part of the overall national need.

It is not that we Americans are incapable of training people well, for there are a number of gifted teachers, but the deficit of language qualified citizens is growing as the needs grow. Stated another way, we simply do not have the critical mass of teachers needed to reverse the language deficit. Consequently, a committed group of leading New England educational institutions that have important experience in this area have decided to form a consortium to seek ways to meet the problem. They are the Experiment in International Living in Brattleboro, Vermont, the Northfield-Mt. Hermon School in Northfield, Massachusetts and the Cushing Academy in Ashburnham, Massachusetts. The Critical Languages and Area Studies Consortium (CLASC) will be open to other educational institutions both public and private and will put particular emphasis on the training of teachers, the development of innovative pedagogical and methodological materials designed for high school students, the linking of the academic programs with exchange opportunities, and will serve as a clearing house and advisor on a regional and subsequently on a national scale.

Obviously, by themselves, more teachers and students of critical languages and area studies will not solve our problems of world leadership cooperation and competition. But, it is clear that without substantial increases in our ability to understand the critical areas, our leadership will invariably suffer. Serious efforts in the area of critical languages and area studies are an investment in our ability as a nation to understand the world in which we live and respond to and affect that world. It is a world where the lines between allies and adversaries are blurred, where we compete with some of our closest allies and cooperate with some of our traditional adversaries. Americans need to know that world and know it well.

In the latter part of the 100th Congress, several bills were introduced containing provisions to provide Federal funding to accelerate the projects of the Consortium. Among them were an authorization bill sponsored by Congressmen Jeffords, Conte and Panetta, and a feasibility study sponsored by Congressman Conte. The authorization was passed by the Senate but only the feasibility study was enacted.

This year in early August similar bills to promote the study of critical languages and area studies were introduced by Senator Jeffords with the cosponsorship of Senators Kennedy and Pell and by Congressman Peter Smith of Vermont on the House side. Congressman Smith's bill is cosponsored by Congressmen Bereuter, Coleman, Moakley, Vander Jagt, Miller and Gejdenson. A hearing has been scheduled for October 31, 1989 by the Senate Subcommittee on Education to consider S. 1540 introduced by Senator Jeffords and S. 1690 introduced by Senator Dodd. In addition a hearing has been requested for consideration by the House Committee on Education and Labor of the companion measures introduced by Congressman Smith and Congressman Panetta.

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United States Senate
COMMITTEE ON APPROPRIATIONS
WASHINGTON, DC 20510-6025

October 25, 1989

The Honorable Claiborne Pell
Chairman
Subcommittee on Education
US Senate
Washington, DC 20510

Dear Mr. Chairman:

I want to express strong support for S. 1540, the Critical Languages and Areas Studies Program Assistance Act. This legislation, introduced by my friend and colleague, Jim Jeffords, addresses an issue which is of great interest to me both as chairman of the Subcommittee on Foreign Operations, and as a long-time supporter of the Experiment in International Living of Brattleboro, Vermont. The Experiment, under the able leadership of Dr. Charles MacCormack, has been a leader in training international development professionals, with an emphasis on promoting cross cultural communication.

The world is moving into a period of tremendous changes. We are already seeing remarkable shifts in the political and economic reality of Eastern Europe, and the emergence of the Pacific countries as formidable competitors in the world economy. It is essential that Americans develop the language and cultural skills that hold the key to maintaining the United States' position as the world's leading economic and technological power.

Unfortunately, numerous studies suggest that Americans lack the skills to meet these challenges. For too long we have relied on the rest of the world to become versed in our language and culture, rather than give our students the tools they need to tackle the economic, diplomatic, and environmental problems beyond our borders which directly affect us.

The programs authorized by S. 1450 and proposed by the Critical Languages and Area Studies Consortium would make an important contribution toward poviding the leadership needed to improve language and area studies instruction in this country. I commend you and the Subcommittee for raising this issue and urge expeditious consideration of the legislation.

Sincerely,

Pat

PATRICK LEAHY
Chairman, Foreign
Operations Subcommittee

PREPARED STATEMENT OF THE NATIONAL COUNCIL FOR LANGUAGES AND INTERNATIONAL STUDIES

J. David Edwards, Executive Director

The National Council for Languages and International Studies (NCLIS) is an organization of thirty-four major associations concerned with language education. NCLIS represents the less commonly taught languages, including Chinese, Japanese, Arabic, and Russian, as well as more traditional languages such as Latin, Spanish, French and German. Also included are a number of associations concerned with the relationship of languages to technology, such as the International Association of Language Laboratories, the National Association of Self Instructional Language Programs, and the Computer Assisted Language Instruction Consortium. Finally, members such as the Center for Applied Linguistics, the Modern Language Association, the Linguistic Society of America, the American Assembly of Collegiate Schools of Business, and others are concerned with broad issues of education and research.

The National Council for Languages and International Studies supports and urges adoption of the "Foreign Language Competence for the Future Act" (S. 1690) as essential to address our nation's serious inadequacies in elementary foreign language education, and our severe shortage of foreign language teachers at all educational levels. The inability of small and medium-sized businesses to compete in export markets because of limited international understanding and training, and the demand for foreign language education by students, adults and businesses in rural communities is addressed by S. 1690 as well.

As the charts and the attached survey by the Joint National Committee for Languages indicate, foreign language enrollments have increased dramatically in recent years. States such as Arizona, Arkansas, Kentucky, Mississippi, Missouri, North Carolina, Iowa, and South Dakota have seen their foreign language enrollments more than double in the last five years. In 1979, only three states had over thirty percent of their students enrolled in foreign language study; now over one-third of the students in thirteen states study a foreign language. In 1979 schools in four states offered Chinese; now over eighteen states do. Only three states offered Japanese; ten years later twenty-four states offer it.

The increases in enrollments are very encouraging. It is notable that this increased demand is partially consumer driven. Students and their parents are recognizing the importance of knowing a second language in an increasingly interdependent world. The increases are partially the result of reforms suggested by the Southern Governors, the Council of Chief State School Officers and most recently, the National Governors' Association, among others. Finally, they are partially the result of an emphasis by the language teaching profession on proficiency and communicative competence.

What is not encouraging is that twenty-six states currently have foreign language teacher shortages at the elementary or secondary level or both. By 1993 an estimated thirty-five states project foreign language teacher shortages. To combat these shortages, twenty-one states have alternative certification for teachers, eleven have recruitment incentives, nine are recruiting overseas and sixteen are using satellites and other technology to provide programs.

Without federal leadership, these attempts to provide adequate foreign language instruction will be too little, too late. In an attempt to make their states internationally competitive, thirty-one states now have some type of requirement and twenty-one have recently implemented educational reforms to encourage foreign language study.

The Foreign Language Competence for the Future Act will address the issue of primary concern to the foreign language profession in the United States - the severe teacher shortage. Sections three and four will encourage students to enter foreign language teaching as a profession, will allow teachers from different fields and educational levels to retrain, and will provide opportunities for professional development for the "troops in the trenches." As we now read so often, students are no longer going into teaching as a career. The financial incentives and opportunities for professional development provided by S. 1690 will help to correct this. The institutes and teacher incentive grants are clearly structured to provide federal seed money and leadership in a cost efficient and highly effective set of programs.

The need for the foreign languages institutes in section three and the consortia in section seven have become even more pressing in light of the elimination of support for foreign language teacher training under Title II of the Education for Economic Security Act. As a "stepchild" in Title II which devoted over ninety percent of its funding to math and science, foreign language professionals were able to provide creative pre-and in-service programs for literally thousands of teachers for very little money. But it only began to scratch the surface.

The new Foreign Language Assistance Act created by the 100th Congress to compensate for the loss of EESA support has never been funded and does not really address teacher preparation. Consequently, there is no specific federal support for elementary and secondary foreign language education at this time.

States such as Alaska, Hawaii, Texas, Nebraska, and Mississippi are already making use of technology through interactive videos, teleclasses, computers and satellites to address foreign language education in some of their remote and rural school districts. Also, the creative use of technology will allow school districts, small colleges and adult education classes access to some of the less-commonly-taught languages that they might not be able to afford otherwise. One of the real strengths of section six of S. 1690 dealing with distance learning is that the programs are to be developed in consultation with foreign language teachers and specialists, ensuring that the content and pedagogy of the courses are as sound as the technology is innovative.

Finally, the Foreign Language Foundations in section five are undoubtedly a significant contribution offered by S. 1690. To assist businesses interested in exporting by providing education services in languages and international areas was one of the most important recommendations in the Southern Governors' Association's report Cornerstone of Competition. The Tennessee Foreign Language Institute has established an admirable track record in assisting businesses, business personnel, and educators in cooperating to develop international skills valuable to the state's economy. States such as Illinois, Florida and Hawaii are exploring the establishment of comparable institutes. By providing seed money through matching grants, the federal government could do a great deal to encourage these innovative experiments. As a model of federalism, the foreign language foundations provide an opportunity to assist the states and the nation in improving international economic competitiveness.

In conclusion, the Foreign Language Competence for the Future Act is one of the most important pieces of education legislation introduced in the last thirty years. It addresses areas that are serious national needs that will not be resolved without committed federal leadership. S. 1690 recognizes and provides strategic solutions to the challenges that must be dealt with in the last decade of the 20th Century if America is to be internationally competent in the 21st Century.

STATE ACTIVITIES UPDATE: FOCUS ON THE TEACHER

Compiled by

Jamie B. Draper

Joint National Committee for Languages

December 1988

I. Introduction

This is the fifth in a series of annual surveys examining foreign language and international education across the United States. The past two surveys have each focused on a specific aspect of these two areas: international studies and exchanges. Because of the increased interest in foreign language study among policymakers over the past few years, the number of programs being offered and student enrollments in those programs at all levels have reached the highest proportions in many years (see *Foreign Language Annals*, October 1987 and *ADFL Bulletin*, December 1988 for national foreign language enrollment figures). This has lead to concerns over foreign language teachers: are there enough, are they properly trained, and do they have adequate resources available to do their best?.

Consequently, this year's survey attempts to document the extent of the foreign language teacher shortage, what avenues are being explored in attempting to curtail shortages where they do exist, and what opportunities and incentives are available to attract new foreign language teachers and allow current teachers to maintain or improve their language and teaching skills.

The information for this report was obtained through a questionnaire sent out to the foreign language supervisor or other person responsible for foreign languages within the state education agencies of the fifty states and the District of Columbia, with a response rate of 84 percent. Additional information for the state-by-state listings was provided through newsletters and other publications, as well as personal conversations. Complete information on language teacher certification requirements in each state may be obtained from the report, "Certification of Language Educators in the United States," by Margaret McFerren, available from the Center for Language Education and Research, University of California, Los Angeles.

II. Summary of Findings

Probably the most startling finding of all is that few states are in a position to know whether to expect a teacher shortage. 55 percent of state responding reported that no data was kept on projected teacher supply and demand, particularly foreign language teacher supply and demand. These state education agencies generally determine teacher supply problems based on conversations with local school districts, the number of requests for "emergency" certification, the number of advertisements appearing in newspapers, etc.

Much of the data that *is* collected is focused only on the current academic year, with few projections into the future. Further, what data is collected is generally not in a format which allows cross-state comparisons. Consequently, the results from this survey regarding teacher shortages should not be considered to be definitive; however, neither should they be dismissed. While not based on "hard" numbers, they are the judgements of those people who are in the best position to monitor statewide problems in foreign language teacher supply and demand.

a. *Teacher Shortages*

40 percent of those responding reported a shortage of foreign language teachers at the elementary level while 48 percent reported shortages at the secondary level. Overall, just over half (57 percent) reported a shortage at one level or another. Teachers are generally hardest to find for rural areas and small school districts.

When asked about projected teacher shortages within the next five years, 57 percent are expecting shortages at the elementary level; 62 percent at the secondary level. Overall, 69 percent of states are predicting a shortage by 1993. Several respondents also noted that, unless conditions change, the severest shortages will probably occur toward the end of the next decade.

In terms of geographic distribution, the following maps indicate that current and projected teacher shortages are predominantly located in the South and Farm Belt states. This is not surprising in light of the increased emphasis being placed on international education in these regions, particularly the South (e.g. *Cornerstone of Competition,* Report of the Southern Governors' Association), in the last few years.

b. *Combatting the Teacher Shortage*

The most common way of getting teachers into the foreign language classroom seems to be some sort of "alternate" certification. While the actual program will vary from state to state, generally speaking, an "alternate" certification allows a non-certified individual, or a teacher certified in another academic area, to begin teaching a foreign language while pursuing a course of study to attain proper certification. A number of states implementing elementary language programs are also changing from a 9-12 or 7-12 certificate to a K-12 certificate, thus allowing currently certified teachers to fill in some of the vacancies at the elementary level.

Recruitment incentives are offered in 26 percent of the states responding. These include loan forgiveness programs, tuition reimbursement, scholarships, etc. Several states have also established special recruitment centers at the state or local level. 21 percent of the states report bringing in teachers or teaching assistants from overseas. Participating countries including Argentina, Bolivia, Belgium, Canada, China, the Federal Republic of Germany, France, Mexico, the Soviet Union and Taiwan.

The use of technology in foreign language instruction is also aiding several states (38 percent) in curtailing teacher shortages. Most of these come in the form of distance learning—foreign language instruction via satellite.

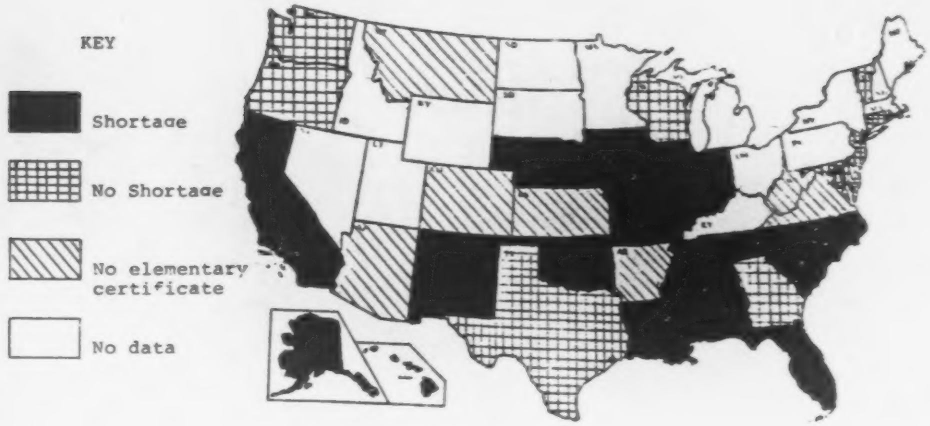
c. *Inservice Opportunities for Maintaining Languages and Teaching Skills*

The state foreign language association is responsible for much of the inservice training available for current foreign language teachers. Additionally, 67 percent of respondents reported that there are state or federally funded programs for foreign language teachers operating within their states. Title II of the Education for Economic Security Act has been responsible for much of the teacher training at the state level, with 48 percent of respondents using these funds for such things as textbook adaptation, summer immersion institutes, study abroad programs, training in the Oral Proficiency Interview, and methodology workshops. Overall, opportunities for upgrading teaching skills seem to be more readily available than those for upgrading language skills.

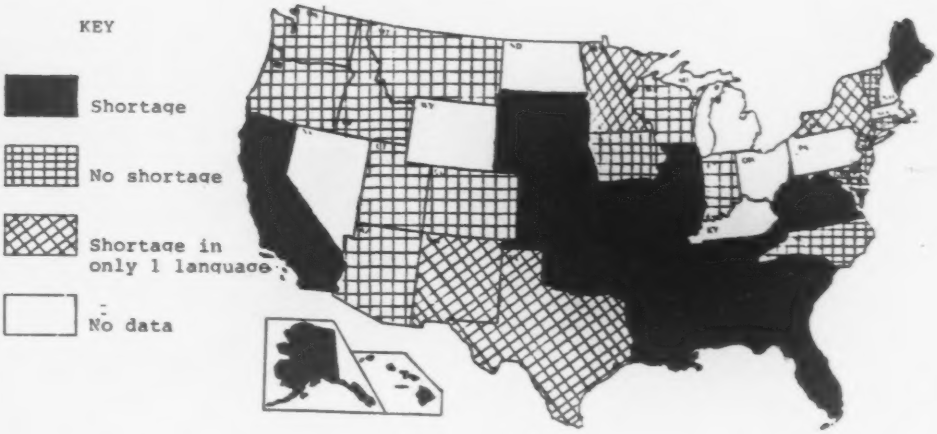
III. Other Observations

State governments are continuing to take a great interest in foreign language and international studies. Task forces or commissions looking into these areas are operating in several states. Three states—North Carolina, Tennessee and Virginia—are operating Governor's Language Academies to offer intensive language instruction for both teachers and students. Other states, noting the connection between foreign language abilities and success in the international marketplace, have created a variety of institutions to serve the business community. Finally, a growing number of states have responded to the increased emphasis on global awareness by establishing offices within their state education agencies to oversee and coordinate the broad range of activities which are a part of international education.

CURRENT FOREIGN LANGUAGE TEACHER SHORTAGES

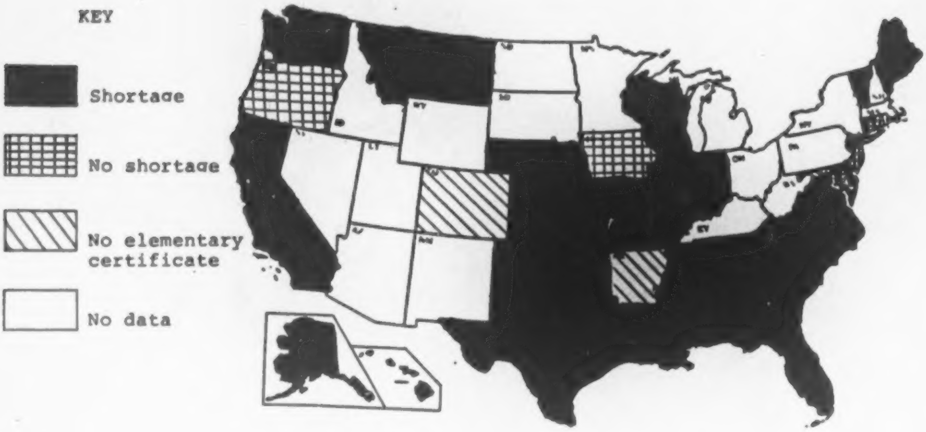

KEY
Shortage
No Shortage
No elementary certificate
No data

1. Elementary

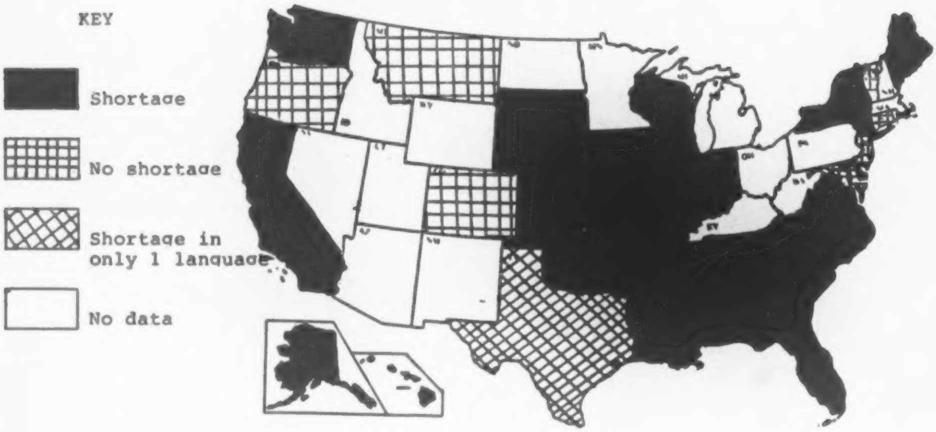

KEY
Shortage
No shortage
Shortage in only 1 language
No data

2. Secondary

PROJECTED FOREIGN LANGUAGE TEACHER SHORTAGES


KEY
Shortage
No shortage
No elementary certificate
No data

1. elementary


KEY
Shortage
No shortage
Shortage in only 1 language
No data

2. secondary

STATE ACTIVITIES UPDATE SURVEY RESULTS

Teacher Shortages

STATE	CURRENT						FUTURE					
	Elementary			Secondary			Elementary			Secondary		
	Y	N	N/A	Y	N	N/A	Y	N	N/A	Y	N	N/A
Alabama	X			X			X			X		
Alaska	X			X			X			X		
Arizona			X		X			X				X
Arkansas			X	X					X	X		
California	X			X			X			X		
Colorado			X		X				X		X	
Connecticut		X			X			X			X	
Delaware			X		X				X	X		
Florida	X			X			X			X		
Georgia		X		X			X			X		
Hawaii	X			X			X			X		
Idaho			X		X				X			X
Illinois	X			X			X			X		
Indiana	X				X		X			X		
Iowa	X				X			X		X		
Kansas			X	X			X			X		
Louisiana	X			X			X			X		
Maine			X	X			X			X		
Maryland		X			X			X			X	
Massachusetts			X			X			X			X
Minnesota			X	X*					X			X
Mississippi	X			X			X			X		
Missouri	X			X			X			X		
Montana			X		X		X				X	
Nebraska	X			X			X			X		
New Jersey		X			X			X			X	
New Mexico	X			X*					X			X
New York			X	X*					X	X		
North Carolina	X				X		X			X		
Oklahoma	X			X			X			X		
Oregon		X			X			X			X	
Rhode Island			X		X				X			X
South Carolina	X			X			X			X		
South Dakota			X	X					X	X		
Tennessee	X			X			X			X		
Texas		X		X*			X			X*		
Utah			X		X				X		X	
Vermont		X			X		X				X	
Virginia			X	X			X			X		
Washington		X			X		X			X		
West Virginia			X	X					X			X
Wisconsin		X			X		X			X		
TOTAL	17	9	16	24	17	1	24	6	12	27	8	7

* = 1 Language only

STATE ACTIVITIES UPDATE SURVEY RESULTS
Combatting Teacher Shortages

STATE	ALTERNATIVE CERTIFICATION		RECRUITMENT INCENTIVES		OVERSEAS TEACHERS		PROGRAMS W/ TECHNOLOGY		OTHER	
	Y	N	Y	N	Y	N	Y	N	Y	N
Alabama	X		X			X		X	X	
Alaska		X		X		X	X			X
Arizona		X		X		X		X		X
Arkansas	X			X		X	X			X
California	X		X		X		X			X
Colorado		X		X		X		X		X
Connecticut		X		X		X		X		X
Delaware		X		X		X		X		X
Florida	X		X			X		X	X	
Georgia	X			X	X			X		X
Hawaii	X			X		X		X		X
Idaho		X		X		X		X		X
Illinois	X			X		X		X		X
Indiana	X			X		X		X		X
Iowa	X			X		X	X			X
Kansas		X		X		X	X			X
Louisiana	X			X	X			X		X
Maine		X	X			X		X		X
Maryland		X		X	X			X		X
Massachusetts		X		X		X		X		X
Minnesota		X		X		X		X		X
Mississippi	X		X			X	X			X
Missouri	X			X	X		X			X
Montana	X			X		X		X		X
Nebraska		X		X		X	X			X
New Jersey		X		X		X		X		X
New Mexico	X			X		X		X		X
New York	X		X		X			X	X	
North Carolina	X		X		X			X		X
Oklahoma		X		X		X	X		X	
Oregon	X		X		X		X			X
Rhode Island		X		X		X		X		X
South Carolina	X		X			X	X			X
South Dakota	X			X		X		X		X
Tennessee		X		X		X	X		X	
Texas	X		X			X	X			X
Utah		X		X		X	X			X
Vermont	X			X		X		X		X
Virginia		X	X			X	X			X
Washington		X		X		X		X		X
West Virginia		X		X		X		X		X
Wisconsin		X		X	X		X			X
TOTAL	21	21	11	31	9	33	16	26	5	37

STATE ACTIVITIES UPDATE SURVEY RESULTS

Collection of Data, Inservice Programs, & Legislation

STATE	SUPPLY/DEMAND DATA		TITLE II TRAINING PROGRAMS		OTHER STATE FUNDED TRAINING		LEGISLATION & NEW PROGRAMS	
	Y	N	L	T	L	T	Y	N
Alabama		X	X	X	X	X	X	
Alaska		X						X
Arizona		X					X	
Arkansas		X	X			X		X
California	X		X	X	X	X		X
Colorado		X				X		X
Connecticut		X		X	X	X	X	
Delaware	X			X		X		X
Florida	X			X	X	X	X	
Georgia	X			X	X	X	X	
Hawaii	X				X	X	X	
Idaho		X	X	X				X
Illinois	X				X	X		X
Indiana		X				X	X	
Iowa		X	X			X	X	
Kansas		X						X
Louisiana	X				X	X	X	
Maine	X				X	X	X	
Maryland	X		X	X				X
Massachusetts		X					X	
Minnesota	X			X				X
Mississippi	X		X	X	X	X		X
Missouri	X		X	X	X	X		X
Montana		X					X	
Nebraska		X				X		X
New Jersey	X							X
New Mexico	X						X	
New York	X				X	X	X	
North Carolina	X		X	X	X	X	X	
Oklahoma	X			X	X	X	X	
Oregon		X					X	
Rhode Island		X						X
South Carolina	X		X		X	X		X
South Dakota		X						X
Tennessee		X	X	X	X	X		X
Texas		X	X	X				X
Utah		X				X	X	
Vermont		X						X
Virginia		X					X	
Washington		X					X	
West Virginia	X			X				X
Wisconsin		X	X	X	X	X	X	
TOTAL	19	23	13	17	17	24	21	21

L = Language Skills
T = Teaching Skills

STATE—BY—STATE LISTINGS

Alabama

Alabama is pursuing several programs to offset its current foreign language teacher shortage: "Outreach institutes" in French, German, and Latin provide participating teachers with an intensive summer program for acquiring proper certification. The program then continues throughout the following year over weekends and in the teachers' own schools or nearby location. The state is also waiving the $500 penalty currently imposed upon local school districts using improperly certified teachers in critical shortage areas (including foreign languages) if those teachers enroll in coursework leading to proper certification. Private foundation; Title II, EESA; and Chapter 2, ECIA funds have been used to pay the expenses of teachers currently certified in other fields, or individuals with a degree in a foreign language, to work toward certification in a foreign language.

The Alabama Commission on Higher Education, (ACHE) with funding from Title II, EESA, established the Alabama Consortium for the Advancement of Foreign Language Education. The Consortium has sponsored, with the cooperation of the Alabama Association of Foreign Language Teachers and Academic Alliances, a total of six weekend seminars for all teachers of foreign languages. During the past year, ACHE has provided an intensive summer institute for current teachers of German, a workshop on textbook adaptation, the outreach institutes mentioned above, grants to provide training in the ACTFL Oral Proficiency Interview, and seven grants to current K-12 foreign language teachers for stipends to support at least four weeks of summer study and travel abroad.

Secondary school foreign language enrollments have risen from 35,802 to 40,253, and 18 new teaching position have been created since 1986.

Alaska

Alaska is currently providing distance delivery courses in Spanish and Japanese. Latest enrollments figures show 8,548 or 14 percent of all students are studying a foreign language.

Arizona

The State Board of Education is reviewing the feasibility of elementary school foreign language programs. An advisory committee has been established to develop a document on essential skills for foreign language study.

Arkansas

The *Standards for Accreditation of Arkansas Public Schools*, which became effective June 1, 1987 required all elementary schools to include "Exercises in Foreign Language" as part of the curriculum and all secondary schools to offer at least two units of one modern foreign language. Because there is no elementary foreign language teacher certification in Arkansas and a shortage of foreign language teachers in general, the elementary requirement may be fulfilled by either foreign language or cultural instruction. In some cases, secondary foreign language teachers, secondary students, resource people, or educational television programs are used to meet this standard; however, many districts offer only cultural instruction and activities led by elementary teachers.

Although there are no official statistics on the number of foreign language teachers needed, there are many signs that a shortage of certified foreign language teachers exists. In 1986-87, 18.6 percent of Arkansas foreign language teachers were not certified in the language they were teaching. In 1987-88, the statistics were as follows:

	Total Number of Teachers	Number Certified	Number Not Certified	% Not Certified
French	156	143	13	8.33
German	34	21	13	38.23
Italian	1	1	-	-
Latin	10	9	1	10.00
Spanish	244	210	34	13.93

4 school districts are currently receiving Spanish instruction from the Utah Department of Education/IBM Distance Accelerated Learning program, while 19 school districts are using the Oklahoma State University German by Satellite program. There are no certified language teachers in these classrooms.

The Department of Education, through the Teacher Education and Certification Section, is implementing an alternative certification program. Individuals with college degrees (including a major in a subject area and acceptable National Teacher Exam (NTE) Specialty Area Exam score) will be placed in a special training program leading to regular certification after several short training sessions and two years of inservice teaching.

According to Susan M. Grier, Foreign Language Education Specialist for the state of Arkansas, in some small school districts, teachers who happened to have 3, 6, or 9 hours in a foreign language on their transcripts have been asked to "become" foreign language teachers and work toward certification. Some teachers without any hours of foreign language have begun the process of becoming certified and many are adding foreign language certification to other areas of certification.

California

The state of California is pursuing several programs to offset their foreign language teacher shortage. Alternative certification has been developed for teachers from outside the U.S., particularly Taiwan, Mexico, Spain, and West Germany. The state has also developed a publicity campaign, "Become a Teacher —A Class Act," to attract individuals into the teaching profession. Opportunities for skill maintenance of current foreign language teachers exist in the form of an annual week-long summer seminar, and weekend foreign language immersion programs. Title II, EESA money has been used to fund four projects: a statewide oral language proficiency training program, a training program targeted specifically at the Los Angeles Unified School District, a training project for three valley counties, and an elementary Japanese program.

The California International Studies Project (CISP) has been expanded from six to nine sites throughout the state. CISP provides workshops for district teachers during the academic year, as well as intensive sessions during the summer.

The Department of Education will be issuing its *Model Curriculum Guide for Foreign Languages*, K-8 in Spring 1989.

K-8 foreign language enrollment in the state for 1987-88 was 546,000, down slightly from 1986-87.

Colorado

The Colorado Department of Education has established the Western Interstate Consortium for International Education with Arizona, Nebraska, New Mexico, Utah and Wyoming. The first goal of the consortium focuses on Japanese and Chinese language instruction.

Title II, EESA funds were used to hold a statewide workshop for French, Spanish and German teachers on textbook adaptation for proficiency, as well as regional workshops on four skills proficiency assessment.

Connecticut

Connecticut has recently revised its foreign language teacher certification requirements. As of December 1, 1988, all applicants for certification in French, German and Spanish must pass the ETS National Teacher Exam in these languages. After July 1, 1993, a candidate for foreign language teacher certification must have 39 credits, of a college major, in a foreign language. To add another language to a certificate, a teacher will have to take 24 creditors at an accredited college or university. "Standard" certificates will become "professional" certificates and teachers will be required to accumulate 9 continuing education units every five years in order for their certificates to remain valid.

The state sponsors annual Institutes for Teaching and Learning and supports, with funding from Title II, EESA, a Teaching for Proficiency Network. It will also sponsor a two-week immersion workshop for French teachers this summer. Currently, 62,000 (44 percent) of Connecticut students are enrolled in foreign languages.

Delaware

In November 1987, the state conducted a survey on foreign language teacher supply and demand. The results showed that while there is no current shortage, a future shortage is very possible. This is due in part to substantial increases in foreign language enrollments spurred by growing interest in language, as well as the implementation of the University of Delaware entrance requirement in 1991. The increase in enrollment will be combined with the loss of 36 percent of current foreign language teachers to retirement within the next decade.

Title II, EESA funds will be used to partially fund teachers workshops on activities to go along with the new *Modern Foreign Language Content Standards*. These funds will also support training programs for measuring oral proficiency.

In 1989, the state department of education is expected to develop *A Guide to Proficiency-Oriented Activities*, as well as *Latin Content Standards*.

13,229 students in grades 7-12 (30 percent) were enrolled in foreign language courses in 1986-87, an increase of 81 percent over 1982.

District of Columbia

No information available.

Florida

The state submits an annual report on teacher supply and demand. Foreign language has been declared a Critical Teacher Shortage Area for the past four years. Through the state-funded Critical Teacher Shortage Program, present and future teachers are eligible for a variety of incentives, including grants, loan forgiveness and tuition reimbursement. One of the most important programs is the Summer Institute. These institutes provide sixty hours of rigorous content instruction to foreign language teachers currently teaching out-of-field or who are pursuing an add-on to their certificate. In 1986, twenty-one school districts participated in summer institutes for foreign language teachers, providing instruction to 459 teachers.

An alternative certification process has been established for persons holding a bachelor's degree in foreign language. Adjunct instructors may be hired as part of the Visiting School Scholars Program, and retired teachers can be hired as substitutes without losing any benefits. The Department of Education has also established a Teacher Referral and Recruitment Center.

New K-12 certification standards will require prospective language teachers to complete a minimum of 30 semester hours in specific language areas and pass a test in the language they will be teaching.

Title II, EESA money was used for a variety of projects, including the establishment of a French Resource Center (in conjunction with the French Consulate) for French teachers, conducting a foreign language staff development needs assessment, sponsoring a symposium for university foreign language teacher educators, and developing an elementary foreign language methods course.

Foreign language enrollments now total 98,582 at the elementary level, 25,860 at the middle school level, and 200,899 at the secondary level.

Georgia

The State Board of Education has changed foreign language teacher training and certification from 7-12 to K-12, effective July 1, 1989. Specific training in foreign language methods and materials is now mandated and must address instruction in the elementary and middle grades as well as the secondary area. High school teachers may convert their certificates by taking a five quarter-hour conversion course.

Georgia has developed an alternative certification to allow those with content training but lacking education courses to become provisionally certified while acquiring education credits. Individuals holding bachelor's degrees, but without education credits, may attend an 8-week program during the summer to pick up those credits. During the next academic year, they are paired with a mentor teacher. The state continues to bring in teachers from West Germany.

The Department of Education and the Georgia University System sponsors specific language summer institutes to enable language teachers to maintain their skills.

The State Board of Education has included $700,000 in its FY90 budget request to begin 30 model elementary foreign language programs around the state in 1989-90. The plan calls for three programs per congressional district, with the state paying 80 percent of a teacher's salary and local district picking up the remainder. The state will also pay up to $500 per teacher for the cost of start-up materials and will pay for preservice and inservice training.

Title II, EESA funds were used for a task force to make recommendations on state directions for elementary school and middle school foreign languages. The publication, "Preparing Georgia's Children for the 21st Century: Foreign Languages in the Elementary and Middle Grades," is forthcoming. Title II funds also sponsored a summer program to train teacher trainers in methods and materials appropriate to early foreign language instruction.

The most recent enrollment figures show 5,005 elementary students, 24,418 middle school students, and 100,362 high school students taking a foreign language.

Hawaii

The legislature has provided $500,000 to initiate elementary foreign language programs. State law has recently been changed to allow an immersion program in Hawaiian. The previous law required that at least 50 percent of instruction be in English.

Idaho

During the 1987-88 academic year, the State Department of Education conducted a survey of all 184 secondary schools in Idaho to determine the status of foreign language education within the state. In the three years between 1985 and 1987, enrollments increased substantially:

French, 21 percent; German, 4 percent and Spanish by 28 percent. Overall, 30-35 percent of all secondary students are enrolled in foreign languages.

The survey also found that 69 percent of French teachers and 58 percent of Spanish teachers have earned 30 or more credits in their language. 20 percent and 40 percent respectively have earned between 20 and 30 credits. Approximately 6 percent of French teachers are teaching without even a minor in the language. 12 percent of Spanish teachers do not have a minor in Spanish; double the number teaching without a minor in 1986. 12-15 percent of the sampled schools reported difficulties in recruiting foreign language teachers.

The state is in the process of developing a Foreign Language Teachers Academy. During the summer of

1989, the state will send 23 practicing Spanish teachers for a three week intensive study program at the Centro Mexicano de Idiomas in Morelia, Mexico. Participants will receive university credit while increasing their language proficiency and cultural understanding.

Illinois

The teacher shortage is sufficiently acute that the Illinois State Board of Education has identified foreign language as one of the areas eligible for special state scholarships to train teachers. This solution is limited by a low level of funding and the fact that foreign language has to compete with other curricular areas for the available money.

Since July 1988, foreign language majors seeking initial certification as foreign language teachers must pass a test in the target language. This consists of a written multiple-choice test. The Illinois Foreign Language Leadership Council, which represents all language organizations in the state, has declared its opposition to the testing program in its current form because the test for the modern languages do not assess listening and speaking skills.

The Illinois State Board of Education and its intermediate units conduct various inservice programs for foreign language teachers, including a series of oral proficiency training programs in conjunction with the American Council on the Teaching of Foreign Languages.

Indiana

The Indiana State Legislature has been extremely active in the international education arena in the last year. A Japanese/Chinese initiative funded two projects to train and retrain teachers in Japanese and Chinese languages. Programs have begun in 30 schools.

The Corporation for Indiana's International Future has been established as a government non-profit corporation to "(a) coordinate the activities of all parties having a role in Indiana's international development by evaluating, overseeing, and appraising these activities on an ongoing basis; and (b) educate and assist all parties involved in improving the ability of Indiana's citizens to participate in information programs of education, culture, and social understanding."

The Ambassadors in Education program was legislated to provide Indiana school teachers with the opportunity to go abroad for new instruction or for a refresher course in language and culture. Through this program teachers, schools, and businesses may apply for 50 percent matching funds from the state to send a teacher abroad.

The State Superintendent's Foreign Language Advisory Committee has issued a report making twelve recommendations for the improvement of language study in the state. One of the recommendations is a one-level (year) requirement for all students for high school graduation. The recommendations will be sent to the State Board of Education for consideration.

The state has also begun work on its foreign language proficiency test, based on the Indiana Proficiency Guidelines. The tests should be ready for pilot study in the spring of 1990.

Six projects were funded through Title II, EESA during the past year, including a workshop on computer assisted language learning and development of instructional materials for Japanese.

Iowa

Proceeds from the state lottery were used to fund a FLES certification workshop for 8 weeks over the past summer.

Governor Terry Branstad has appointed a new Commission on Foreign Language Studies and International Education headed by Hunter Rawlings, President of the University of Iowa. The Commission is expected to have recommendations ready for the governor in November 1988.

The state has appropriated $110,000 dollars for academic year 1988-89 to be used for grants to schools to encourage planning and implementation of K-8 language programs.

54,493 (38.3 percent) of Iowa secondary students are currently studying a foreign language.

Kansas

Kansas reports difficulties in finding foreign language teachers for smaller school districts. Several districts are using satellite programs from Oklahoma State University or the TI-IN Network from Texas. Inservice opportunities for foreign language teachers are limited to summer seminars offered by universities as grant money from federal or private sources becomes available. The state does not provide funding for foreign language teacher programs.

Title II, EESA money was used to sponsor a Teaching for Oral Proficiency Seminar at the University of Kansas. These funds were also used to organize a Foreign Language Resource Center for teachers as well as a task force to work with State Department of Education in providing technical assistance to schools.

4,733 (1.7 percent) elementary students and 42,163 (26.6 percent) secondary students are enrolled in foreign languages.

Kentucky

Enrollment statistics indicate that every school district in the state now has a foreign language program in effect. The state is currently developing a distance learning program with Kentucky Educational Television.

Louisiana

In attempting to combat its current teacher shortage, the state of Louisiana offers a temporary teaching certificate for liberal arts graduates and teachers working outside their area of certification. The state continues to bring in teachers from France, Belgium, Quebec and Mexico. Inservice opportunities within the state include study programs abroad, inservice workshops and summer training programs.

Funding in excess of $7 million has been made available for schools to implement the foreign language requirement for grades 4-8. 105,000 elementary school students are currently taking a foreign language, as well as 44,710 secondary students.

Maine

Maine is currently recruiting teachers throughout New England in attempts to fill vacancies, particularly in Spanish. Regional and statewide meetings and workshops, annual conferences and week-long immersion opportunities are sponsored by the Foreign Language Association of Maine, the Maine Department of Educational and Cultural Services (MDECS) and the Maine chapters of the national associations of teachers of French, German, and Spanish and Portuguese.

In July 1988, a new teacher certification law went into effect. The endorsement to teach a foreign language now spans grades K-12. Previously, endorsement was for grades 7-12, with applicants wishing to teach below grade 7 needing to fulfill the additional requirements for an elementary certificate. The MDECS plans to work with the University of Maine system and the Foreign Language Association of Maine to provide additional training options for the K-8 component of the new law, with emphasis on FLES methodology.

The state has developed a Regional Curriculum Network, which involves visits three times a year to six sites throughout Maine to discuss foreign language issues and curriculum with teachers, school administrators, and university colleagues.

As part of the Blaine House Scholars Program, special forgivable loans are available on a competitive basis to both students and teachers who plan to teach (in all disciplines) or continue to teach in Maine.

Maryland

The state of Maryland is projecting an oversupply of foreign language teachers in 1989-90.

Title II, EESA money has been used to fund a two-week summer institute at the University of Maryland for the last three summers. Title II also provided the funding for a one-week summer institute on teaching for proficiency for French and Spanish teachers.

The University of Maryland has announced that it will require two years of a foreign language for admission to be phased in by 1991.

11,994 (6.9 percent) elementary students and 119,539 (34 percent) secondary students are studying foreign languages in Maryland.

Massachusetts

The Commonwealth of Massachusetts keeps no data on foreign language teachers.

Michigan

A statewide committee is currently working on a document for *Essential Goals and Objectives in Foreign Language Education. The Guidelines for Global/International Education* is also being updated. There is currently a move to establish an Office of International Education within the Department of Education.

Title II, EESA funds were used for grants to several school districts for curriculum development for elementary language programs, as well as support for Chinese and Japanese programs.

Minnesota

Enrollments now total more than 30 percent of all 7-12 students, up from 14 percent in 1982-83. More than 80 percent of the 432 school districts report a licensed teacher in the classroom, up from 51 percent in 1982-83.

The Commissioner of Education has included several proposals for language education in this legislative package for the Governor's budget. The proposals call for longer sequences of instruction, including an elementary school component, as well as incentives for teacher preparation.

The State Board of Education is considering increasing curriculum offerings and graduation requirements. All school districts would be required to offer at least three courses of one language, and specific learner outcomes would be used for program goals.

Title II, EESA funded several projects in the state, including Interactive Television Techniques for Language

Teachers and Projekt FLIEGEN (Fostering Language Instruction to Enhance German Education Now). Title II also funded two regional teacher workshops.

Mississippi

The State of Mississippi is implementing an interactive distance learning program to begin in January 1989 with a pilot program in Japanese. By the fall of 1989, 133 schools will be able to offer Japanese, French, Spanish, and possibly German.

The Mississippi Teacher Incentive Program administered through the Institutions of Higher Education Board offers a tuition waiver program for teachers to obtain needed courses for certification in math, science, computer education, special education and foreign language. The Foreign Language Program, however, is not being offered during the 1988-89 academic year.

College-bound high school students in Mississippi must obtain one credit elective from math, science or foreign language.

Title II, EESA funds have been used for a tuition waiver program and a reimbursement for teachers to attend foreign language meetings and/or conferences.

Missouri

The state is operating several Magnet Schools for elementary students in Kansas City and St. Louis. Students in these schools may choose total or partial immersion. Emergency certification has been arranged for these schools currently operating in Kansas City and St. Louis and teachers are being brought in from Bolivia, Belgium, Argentina, West Germany and Mexico. Kansas City also has a dual immersion program operating for Spanish and English speakers.

Several school districts are using the German program produced by Oklahoma State University.

Summer programs are available to foreign language teacher with some support from both the State and Title II, EESA funds. The state also offers incentive grants which may provide innovative foreign language programs which include inservice activities for teachers.

Enrollment in foreign languages has risen to 62,234, or about 25 percent of all secondary students. This is an increase of over 23,000 students since 1982. The Department of Education is currently developing a manual for second language classes, focussing particularly on reading and writing activities.

The State Department of Education is planning for several training institutes for second language teachers (foreign language and ESL/Bilingual) in conjunction with institutions of higher education within the state. Videotapes of these institutes will be used for future training activities. Preliminary planning is underway for summer institutes for college and university faculty involved in second language teacher education.

Montana

The state is experiencing increased interest in elementary school foreign language programs. Consequently, teacher shortages are being projected at that level. Certification requirements are currently being revised to expand teaching levels of existing teachers and open training for new teachers for levels K-12. Small schools which currently would only have one or two sections of foreign language are having difficulty recruiting teachers with multiple endorsements. The University of Montana offers current foreign language teachers summer immersion programs in French, German and Spanish, and Montana State University has provided inservice workshops focusing on methodology.

The Montana University System is implementing a two-year foreign language entrance requirement. The Montana Board of Public Education is conducting public hearings on new accreditation standards which would require all schools (K-12) to offer foreign languages (secondary schools by 1991; elementary schools by 1999).

Title II, EESA funds are used to sponsor inservice teacher training with a focus on methodology for elementary language instruction.

12,000 (25 percent) Montana high school students are enrolled in foreign languages.

Nebraska

Generally speaking, Nebraska's large school districts have no trouble finding teachers although smaller districts have great difficulty hiring and maintaining foreign language staff in rural areas. This need has been satisfied through a distance learning program involving audio-video programs and weekly teleconferencing. The program provides language learning opportunities for about seventy schools in rural areas of Nebraska. Distance learning has also allowed the statewide two-year foreign language program mandate to remain in effect.

Support for current language teachers comes in the form of study travel programs, state conferences, and the work of the Nebraska Task Force on Foreign Language Education, which continues to provide workshops and a network for language teachers across the state.

Nevada

No information available.

New Hampshire

The state department of education maintains a directory of all language teachers, elementary through postsecondary, in the state by school and language (s).

Title II, EESA funds were used to sponsor three proficiency workshops and three follow-up workshops for teachers in different regions throughout the state.

New Jersey

The State of New Jersey has no formal requirements for teachers to improve their skills. However, inservice training is available through the state's Regional Curriculum Services Units and the Academy for the Advancement of Teaching and Management.

New Mexico

Local education agencies may submit requests to the New Mexico State Department of Education for a one year waiver of teacher certification. If granted, the teacher has an allocated period of time to take the additional coursework to become certified. The state does not fund opportunities for foreign language teachers to maintain or improve their skills. Teachers must do this on an individual basis.

An allocation has been granted for a half-time position of State Coordinator of Modern and Classical Languages within the New Mexico State Department of Education.

The New Mexico Modern and Classical Languages Task Force has been recommissioned for a third year.

Enrollment figures for elementary and secondary levels are 9,000 and 27,019 respectively.

New York

The Bureau of Foreign Languages has developed a student proficiency exam for students who have completed the first level of instruction in Spanish, French, Italian and German. This exam will be administered for the first time in June of 1989. The exam consists of 30 points for oral proficiency, 40 points for listening comprehension, 20 points for reading and 10 points for writing. It is hoped that the exam will encourage modern language teachers to gear their instruction toward communicative competence. Students passing the exam will receive one credit toward the Regent's Diploma. A similar test has also been developed for Latin, but with less emphasis on oral proficiency.

New York State offers a variety of programs designed to recruit new foreign language teachers and support current teachers in maintaining and improving their skill levels. In 1987, the state legislature established the Teacher Career Recruitment Clearinghouse. The clearinghouse will "collect and disseminate information...on opportunities in teaching and related education professions. Such information shall include, but not be limited to, information regarding financial assistance for students interested in careers in education, employment opportunities in education, and information about certification or licensure requirements."

The Empire State Challenge Scholarship and Fellowship for Teachers provides financial assistance for both undergraduate and graduate studies for prospective teachers in shortage areas, including foreign languages. The undergraduate scholarship provides up to $3,000 a year for payment of tuition and fees for up to four years of full-time graduate study in exchange for teaching the equivalent of one academic year for every two years of awards received. The fellowships provide assistance for graduate study in registered programs leading to teacher certification in shortage areas, including foreign languages. Money may be used for books, transportation, and room and board as well as tuition and fees.

The Center for Multinational and Comparative Education awards scholarships to teachers to participate in history/culture and culture/language immersion programs funded by co-sponsoring countries. Canada, France, Italy and the Federal Republic of Germany are currently participating in this program. All participants are required to give workshops to colleagues in their region when they return.

The State Education Department and professional organizations co-sponsor local, regional and statewide workshops for teachers to improve their teaching skills.

Through agreements with the People's Republic of China, the Soviet Union, Italy and the Federal Republic of Germany, the state brings in curriculum consultants to work from 9-12 months in the Bureau of Foreign Language Instruction. The Federal Republic of Germany also provides German Language Assistants to work in local school districts in New York.

The Board of Regents, in its 1989 Legislative Program, has included a proposal entitled "Education for International Communication and American Economic Competitiveness." This project would establish six university-based multinational education centers that would provide training services to elementary and secondary school teachers and businesses engaged in international trade and investment; scholarships to promote second language study; and grants to promote student and cultural exchanges.

6 percent of elementary students and 51 percent of secondary students (77,500 and 574,500 respectively) are enrolled in foreign languages. The state is currently experiencing a shortage of Spanish teachers.

North Carolina

In 1985, the North Carolina legislature mandated that all local school units have a full K-12 second language program in place and available to all K-12 public school systems. In 1987, the State Board of Education went further to mandate that, by 1993, all public school children must take a second language from Kindergarten through grade 5. The state department of education has now established a Division of Second Language Studies run by three full-time professional staff plus the Executive Director of the Governor's Language Institutes.

60 out of 140 local school districts began elementary foreign language programs in 1987-88, with the number expected to increase to 100 this fall. There are currently more than 400 second language teachers in the elementary grades.

The state has developed several alternatives to teacher certification. One is an add-on certificate in foreign languages to a standard K-6 certificate. The irregular route, which is field-based, allows foreign language majors to become certified as foreign language teachers. The state has planned and implemented teacher training programs, and has allowed teachers to obtain a K-12 second language certification.

Title II, EESA funds have been used to conduct Oral Language Proficiency Institutes. The first Governor's Language Institutes were held in summer 1988 in French and Spanish. These are special four-week immersion institutes for foreign language teachers which are funded directly by the Governor and administered by the Division of Second Language Studies.

Foreign language enrollment currently stands at 10,000 (1.08 percent) elementary students and 102,000 (35 percent) secondary students.

North Dakota

No information available.

Ohio

No information available.

Oklahoma

Since 1986, the regular undergraduate foreign language standard certification has been changed from a secondary program to a K-12 program. Thus, current graduates will be able to teach foreign languages at all grade levels. Two Oklahoma universities have been funded over the past several years to assist Spanish and French teachers in improving their skills.

Title II, EESA funding was used by the State Department of Education to conduct two one-week workshops for elementary school teachers who wanted to know more about foreign languages and cultures. This was an attempt by the Department to raise awareness and provide materials for in-class use. Forty teachers attended. State Department of Education sponsored a conference for elementary school principals, superintendents and other administrators on "How to Establish an Elementary School Program." The conference drew a capacity crowd.

The Oklahoma State University German by Satellite program now reaches over 250 schools in a 5-6 state region.

Enrollment data show that 7-12 enrollments have increased from 7.3 percent of total students in 1980-81 to 17.7 percent in 1987-88.

Oregon

All of Oregon's public colleges and universities are discontinuing their undergraduate teacher education programs in favor of field-centered graduate level programs. Approximately one half of instruction will be in the discipline to be taught. Student teaching will be increased from 9 to 15 weeks in length, and student teachers will be expected to meet higher standards than are currently required.

These changes are expected to have far-reaching policy and practical implications for colleges and school districts that cooperate in preparing teachers. New foreign language teachers, for example, may choose to teach Japanese or Chinese or Korean and may enter the profession better able to meet the demands for oral proficiency in any language. Elementary schools interested in starting or continuing FLES and immersion and bilingual programs may have a larger pool of qualified candidates to choose from, as prospective elementary teachers will have to major in something besides education. In addition to the new teacher education program, the state has also instituted a mentor program: a beginning foreign language teacher could be paired with a trained mentor to get off to a good start.

Discussion and debate have resumed over whether the state-system colleges and universities should require two years of foreign language for entrance (the previously proposed exit requirement for any baccalaureate degree has been shelved).

Immersion programs are on the increase throughout the state, with particular interest in Japanese immersion programs. Additionally, both Japanese and Spanish instruction is offered via satellite in the state.

Pennsylvania

The Department of Education helped sponsor nine statewide collaboratives for international studies focusing on international education and foreign languages. Foreign language teachers participating in the Summer Curriculum Conference developed foreign language packets to be collated and distributed by the department for sharing with other foreign language teachers statewide.

Title II, EESA funds were used for Summer Intensive Language Programs to conduct a total of sixteen intensive foreign language, English as a Second Language, two-way bilingual, and transitional bilingual projects in the summer of 1988. These programs will be continued in the summer of 1989. The intensive foreign language programs were in Spanish, French, Lithuanian, Italian, Chinese and Japanese.

Rhode Island

Inservice opportunities within the state for foreign language teachers are limited to conferences of the Rhode Island Foreign Language Teacher Association or activities initiated by groups of teachers at the local district level. The most recent enrollment figures show 237,995 (14.3%) secondary students studying a foreign language.

South Carolina

As part of the 1984 Education Improvement Act, South Carolina has developed the Critical Need Conditional Teacher Certification program. Anyone holding an undergraduate degree and who passes the National Teacher Examination may be issued a conditional teaching credential in areas of teacher shortage. These individuals may then become certified by completing a program consisting of a two-week summer session prior to beginning teaching. Eight once-a-month sessions are then held throughout the school year followed by another two-week summer session. In addition to this program, individuals must, over a three year period, complete three professional education courses.

Inservice opportunities are available through colleges and universities, especially those funded by Title II, EESA money. State Advanced Placement funds prepare teachers to teach AP foreign language courses. The state also sponsors a Program for Effective Teaching and provides tuition reimbursement for three hours of college credit every two years.

Through the Satellite Educational Resources Consortium, South Carolina will add Japanese I to the foreign language curriculum.

8,581 (3 percent) elementary and 57,253 (73 percent) secondary students are enrolled in foreign languages.

South Dakota

Teachers not certified in foreign languages, but who have had some college level foreign language instruction, may apply for permission to teach the language.

All South Dakota school districts are required to offer a foreign language in their high schools but students are not required to take a foreign language.

Tennessee

Tennessee, in attempting to combat its teacher shortage, assigns teachers from other academic areas to teach a foreign language. State law requires that such teachers become certified within three years.

Title II, EESA money has been used to sponsor several teacher inservice workshops. The state also funded a Governor's Academy for Teachers of Foreign Languages.

73,000 students in grades 7-12 (30 percent) are studying a foreign language.

Texas

Texas is currently experiencing a statewide shortage of Latin teachers. A summer institute for certified teachers to add Latin to their credential began in 1988 and will conclude in 1989. Stipends were provided for 12 teachers to attend the program at University of Texas at Austin.

Supply and demand studies indicate there will be an annual demand of 327 foreign language teachers from 1987-1988 through 1991-92. While the estimated pool of teachers in roughly 500, at least 25 percent of these will probably not seek employment as language teachers in Texas. The supply figure will actually be much closer to 375, leaving the possibility open for shortages, particularly in smaller districts.

Numerous small districts subscribe to distance learning systems in the state: TI-IN from San Antonio in French, Spanish, German and Latin; InterAct from Houston in French and Spanish; and Region IX Education Service Center from Wichita Falls in Spanish.

Title II, EESA money has been used to fund approximately 25 summer institutes for more than 300 language teachers since 1985. These institutes provide the opportunity for teachers to improve their language skills as well as preparing them to teach the mandated proficiency-oriented curriculum.

Utah

Utah has a unique pool from which to draw foreign language teachers. The Mormon missionary program fosters the development of oral proficiency, and many returned missionaries complete foreign language certification requirements as an alternative profession.

The Utah State Office of Education offers a summer workshop which focuses on current topics such as methodology, popular music and the ACTFL Oral Proficiency Interview. Brigham Young University also promotes summer incountry workshops for German, French and Spanish. The Utah Rural Schools Conference includes workshops on cooperative learning in the foreign language class.

Utah has developed a Spanish multimedia course which can be administered by a noun-endorsed classroom teacher.

The state legislature recently passed a resolution to reexamine the place of foreign language in the curriculum. Currently, 4 percent of elementary school students and 33 percent of high school students are studying a foreign language.

Vermont

The draft of the new teacher certification requirements call for incoming foreign language teachers to achieve at least an Intermediate High on the ACTFL Oral Proficiency Interview.

Virginia

Special forgivable loans are available to students majoring in foreign languages at state colleges and universities who agree to teach in the state.

The Governor's Foreign Language Academies continue to be successful. In the summer of 1988, six academies (French, German, Spanish, Asian Studies, Russian Studies, and Latin) served 310 students during a three or four week period. The state legislature has approved in full the budget request to run the academies again next year.

Washington

An International Education Bill has passed the state legislature which required Pacific Rim language instruction for qualification for funds. The state is seeing the beginnings of a foreign language teacher shortage, particularly in Japanese and Chinese.

West Virginia

During the 1987-88 academic year, 42 percent of West Virginia's counties reported shortages of certified foreign language teachers. Approximately 22,000 (25 percent) students are studying foreign languages.

Wisconsin

Every school district is required to "provide access to the study of a foreign language each year in grades 9 to 12." Also, to be certified, teachers must have a study abroad experience (or an approved immersion experience) prior to being certified, as well as passing a proficiency test.

The state provides teaching assistants from both Germany and Japan. Teacher immersion programs for French, German and Spanish have been held around the state for the past five years. Funding was provided by the National Endowment for the Humanities and Title II, EESA.

20 percent of elementary students and 30 percent of secondary students are enrolled in foreign languages.

Wyoming

No information available.

STATE ACTIVITIES UPDATE:	FOCUS ON THE TEACHER
COMPLIED BY:	JAMIE B. DRAPER JOINT NATIONAL COMMITTEE FOR LANGUAGES
AVAILABLE FROM:	ACTFL 6 EXECUTIVE BOULEVARD UPPER LEVEL YONKEHS, NY 10701 $ 3.00 Including Postage

PREPARED STATEMENT OF THE NATIONAL COMMITTEE FOR LATIN AND GREEK

Virginia M. Barrett, Secretary-Treasurer

On behalf of the National Committee for Latin and Greek, a steering committee of ten national and regional associations of teachers of Classics and three affiliate organizations in Canada and Europe, I appreciate this opportunity to testify in support of S 1690, Senator Dodd's Foreign Language Competence for the Future Act.

We in the Latin teaching profession are experiencing the same nationwide shortage of teachers as are our colleagues in the modern languages. As one of the 33 member organizations of the Joint National Committee for Languages, the NCLG supports S 1690, which addresses the serious problem of understaffed programs by providing additional funding for teacher training and recruitment.

First, I wish to affirm that Latin programs are thriving in public and private schools throughout the U.S., and that increases in Latin enrollments year after year have contributed to the present teacher shortage. I will mention some reasons for the resurgence of Latin and its value as a foundation for learning other European languages, as well as those of particular significance for trade and diplomacy. The unique contribution that Latin also makes to the development of English skills, both in grammar and vocabulary-building, is well attested. Newer teaching methods and textbooks, similar to those used in teaching the modern languages, have made Latin a lively hands-on subject. Successful Latin-based programs in urban elementary school districts improve language readiness and English skills in average and remedial students, even in ghetto schools.

An upsurge in Latin enrollments over the past fifteen years has forced many school districts to recruit teachers from other disciplines. In 1977, 150,470 students were studying Latin in the public schools, according to a survey by the American Council on the Teaching of Foreign Languages. By 1985 the number of students enrolled in Latin had increased to 176,841. Higher figures for 1990 will soon be available. Not reflected in these figures are the large enrollments in the private schools where Latin is traditionally strong.

Most of the eastern states, as well as Texas and Oklahoma reported dramatic increases, as high as 38% in Florida. The twelve teacher training programs in Texas can fill only half the state's annual need for new teachers. The state of New York advertised 80 openings for Latin teachers in 1985 alone. The national placement office in Oxford, Ohio has announced an average of twice as many openings over the past six years as it has applicants to fill them. Similar critical shortages are reported by the New England and the Atlantic States' placement services.

Other evidence of the resurgence of Latin: over the past ten years teacher membership in the American Classical League increased 25% from 2890 to 3866; student membership in the National Junior Classical League clubs rose 60% from 31,152 to 51,190. The number of students taking the National Latin Exam leapt from 9,000 in 1978 to 76,711 in 1989! Students taking the National Greek exam and Advanced Placement (AP) Exam for Latin have increased threefold.

Intensive summer institutes, such as those proposed in S 1690 offer an efficient and cost-effective way to impart a basic knowledge of the subject and teaching methods in a brief time. These institutes are urgently needed to attract teachers from other disciplines and to remedy the serious shortage of teachers.

The recent renaissance in the study of Latin is a result of the back-to-basics movement in the schools and the use of improved texts and teaching methodologies, similar to those in the modern languages. Caesar, Cicero and the traditional grammar-translation approach have been widely replaced by a reading comprehension of culturally rich materials and by oral practice in the language. Readings of intrinsic interest and a broader selection of authors convey a cultural and historical perspective shared by Europeans and by North and South Americans.

The mother tongue of the five Romance languages, Latin provides a a firm foundation for the study of modern languages. 75-80% of all Spanish, French, Italian, Portuguese and Romanian words are derived from Latin. These are languages spoken by some 540 million people worldwide, Spanish being the official language of 19 nations and French of 25.

Besides these derivative tongues, Latin helps with the acquisition of the related Slavic and Germanic languages, of which there are some 500 million speakers, there being some 40 million of Ukranian alone! Students gain more insight into how language works by using one that contrasts in structure greatly with their own. At the same time, they benefit from working with a more familiar vocabulary. Such students acquire language readiness and are better prepared to tackle more challenging languages like Japanese, Chinese, or Arabic with greater success.

While serving as a bridge to other languages and cultures, Latin is an excellent investment for improving English skills for business and trade. 65% of all words in English are derived from Latin, and 90% of those over two syllables. Teachers emphasize Latin word roots to help students expand English vocabulary. A study in 1980 showed that Latin students nationwide scored 144 points above average on the verbal portion of the Scholastic Aptitude Test (SAT), and significantly higher than students of other languages, including German and Russian. Moreover, Classics students consistently score higher in verbal ability than all other disciplines on the Graduate Record Exam.

For these reasons, and for its ethnic neutrality, Latin is used as a bridge to the acquisition of English, French and/or Spanish in urban elementary school districts, such as Philadelphia (with 12,000 students), New York City, Indianapolis, Cincinnati, and Los Angeles. Controlled studies in one city after another demonstrate that twenty minutes of Latin per day substantially improves student performance in English reading and comprehension skills on standardized tests. Lively oral exchanges using stories of Roman life, picture cue cards, songs and word games teach the Latin word roots from which English words are built. Students gain confidence with words and increase self-esteem by learning Latin and the many faceted world of the Romans. These programs, many in ghetto schools, are distinguished for the remarkable progress in language made especially by average and remedial students. If S 1690 is passed, these effective elementary school programs could be greatly expanded by providing in-service teachers with the 2-3 week course necessary to teach them word roots and the rudiments of Latin. Any teacher who is interested can teach one of these programs, having no previous course work in Latin. In most cities the program is taught by the regular classroom teacher. Those who also know some French or Spanish can easily apply the word roots to these languages, laying a foundation for future language study. Above all, these courses are fun, interesting, and inexpensive to teach, and provide students an enjoyable first langauge experience.

As Congressmen and leaders in business have urged and affirmed, America needs businessmen and diplomats who know the languages and cultures of their prospective markets. Since it is difficult for a student to predict with certainty which language he will need for his career, a good foundation and overall language readiness are the best preparation. A source of many languages, Latin is a solid investment. Programs are in place and flourishing, teaching methods and textbooks are revised and improved, and the demand for Latin is strong in the schools.

We on the National Committee for Latin and Greek are encouraged by the continuing interest of Congress in improving the quality of language instruction and making languages and international studies more accessible to students nationwide. We urge the passage of S 1690 to help recruit and prepare teachers of Latin and other languages for the elementary and secondary schools. This issue is one of vital concern to our national security and to America's ability to compete in markets abroad. The bill is a timely one that deserves your consideration and support.

8A • WEDNESDAY, MARCH 11, 1987 • USA TODAY

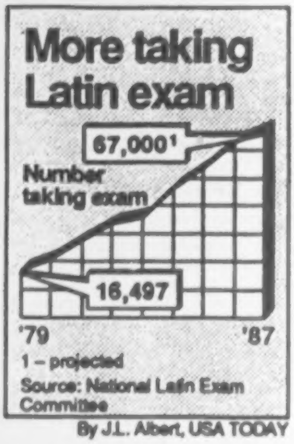
Across state lines

USA schools find that dead language lives

The buzzword among high school Latin students these days is *carpe diem.*

About 67,000 students — up from 9,000 nine years ago — hope to "seize the day" this week when taking the National Latin Exam.

The back-to-basics push and hopes for higher college board scores have sparked a renaissance for what is called the "dead language" because no nation speaks it. States with the most schools offering Latin, in order, are **New Jersey, New York, Ohio, Pennsylvania, Illinois, Florida, Tennessee, Texas,** and **California.** Despite a teacher shortage, Latin's popularity is booming.



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Source: National Latin Exam Committee

By J.L. Albert, USA TODAY

"It's thrilling to read something that Caesar wrote and read," said Chris Baker, 17, who studies Latin at MacArthur High School in **San Antonio, Texas.**

Herndon (Va.) High School senior Wendy Sherman, 17, credits Latin with adding 200 points to her SAT scores (college entrance exams where a perfect score is 1,600).

Latin spread with the Roman Empire after the 753 B.C. founding of Rome. Roman conquests caused Latin to mingle with native tongues to form French, Italian, Spanish. Sixty percent of English is based on Latin.

Latin can strengthen vocabulary, spelling, grammar and basic understanding of English. It can also be a kick.

Laura Wallace, who has taught Latin for 35 years, holds Roman banquets at **Gardena** (Calif.) High School. Students wear togas, ride in chariots and "have a fun evening pretending they are Romans," she says.

The price of popularity is a shortage of Latin teachers that's fast growing acute. Universities are increasing efforts to produce more Latin teachers, but "we can't wait for them to come out of college," said William Torchia, **Philadelphia's** curriculum specialist for classical languages.

The U.S. Department of Education is considering college scholarships or bonuses for education majors who promise to teach two years of Latin after graduation.

Schools can give the multiple-choice Latin exam any day this week. Most Latin students take the achievement test. But the awards, certificates, medals and scholarships given to top scorers are hardly the language's only lure.

Says Gardena senior Arlene Mayeda, 18 — whose first language is Japanese: "Latin is as important as knowing how to read. It helps you appreciate more in life."

— Eva Lee Ngai

PREPARED STATEMENT OF THE TENNESSEE FOREIGN LANGUAGE INSTITUTE

June K. Phillips, Ph.D., Executive Director

The Tennessee Foreign Language Institute was created in 1986 by the State Legislature to: Coordinate and provide foreign language skills needed by state government for purposes of industrial recruitment, tourist development, or for any other state purpose; Originate research into the most effective methods of foreign language instruction and the dissemination of such knowledge; Improve the language skills and teaching methods of foreign language instructors at all levels in the schools, colleges, and universities of Tennessee.

As a new state agency dedicated to the goals and programs set forth in S. 1690, "Foreign Language Competence for the Future Act," we urge support for this bill as a means of working with the states to improve the language competencies of its citizens. While each section of S. 1690 has its own rationale and merit, we should like to address one section in particular.

Section 5 provides authority for matching funds to FOREIGN LANGUAGE FOUNDATIONS as an incentive to States or to metropolitan areas to link businesses interested in greater international trade with a variety of language services. Matching funds to a foundation or endowment could play an important role, not only in encouraging states to consider, but in sustaining new efforts at bringing foreign language skills and international trade together.

In addition to its operating budget, the Tennessee Foreign Language Institute was established with a $500,000 appropriation for an endowment to be matched with private monies. While agencies of this kind might pursue the ordinary business associated with their mission with operating funds or by contracts, the existence of an endowment or foundation allows for the innovation and research that must become an ongoing function if the units' programs are to be responsive and forward-looking. Federal assistance in establishing such foundations with the state is crucial.

Our experience has been that the search for private funding for government agencies is not as successful as seeking it for educationally based centers and institutes. Government agencies can provide the kinds of services which go beyond university-based missions, but to do so the funding base will have to be largely governmental as well. Thus the federal assistance provided in Section 5 to the to the states or metropolitan areas will be a key factor. Secondly, the large international companies from whom funds are most commonly sought are not those who need the most help from a foreign language institute. It is those small businesses attempting to enter new markets who are the primary clientele and who are the least likely to be a major source of foundation-type revenue.

Let me also address the issue of private translation services' potential objections to a government agency competing with them. The language training and translation provided by agencies as described in the legislation tend to be those which are too small for the costs associated with private services or they are those in the public interest sector. For example, the Tennessee Foreign Language Institute has received requests from businesses in receipt of a letter in another language when no prior communication had occurred. This letter might have been thrown away were there not a feasible way of interpreting it. Our ability to resolve the language question may mean that an international communication begins. At the point where major negotiation which merits additional costs occurs, we would refer the individuals to commercially available services. Another request involved a local nursing home in receipt of work credentials in Laotian. The reality is that translation at commercial rates would not have been sought by this small employer and refugees in search of employment would have been bypassed. The Institute serves a connective function by contacting a community person able to assist in this human services capacity. The bottom line is that the government unit ideally would be doing work in cooperation with commercial services rather than in direct competition.

The Tennessee Foreign Language Institute is supportive of the range of programs in the Foreign Languages for the Future Act, but it has addressed Section 5 in particular since this item is perhaps the most forward looking and innovative. If new connections are to be made between foreign language skills and business, governmental units both state and federal, will need to forge those linkages themselves. To our knowledge the Tennessee model is the only one of its kind; at the same time other states are looking to it and to other models. The establishment of Foreign Language Foundations could be of great benefit to those in existence and those in the planning stages.

PREPARED STATEMENT OF FATHER JAMES LOUGHRAN, PRESIDENT, LOYOLA MARYMOUNT UNIVERSITY

Mr. Chairman and distinguished Members of the Subcommittee, I appreciate the opportunity to submit testimony for the record in support of Senator Dodd's bill S. 1690. I am grateful for the opportunity to address the important issue of foreign language foundations and, particularly, the development of centers which will provide detailed information and training specific to other cultures and markets for businesses seeking to enter export markets.

As the recent dramatic plunge in the stock market demonstrates, U.S. trade deficits and the nation's declining competitiveness have reached critical levels. There is a pressing need for the nation to attack these problems with renewed energy, enthusiasm, intelligence and resources. I believe that Mr. Dodd's legislation is a bold step in this direction and will provide the Congressional support necessary to propel not only the nation's cities and states but also non-profit organizations and institutions of higher education forward into the struggle to regain a U.S. competitive edge in the international marketplace. I would respectfully suggest that Senator Dodd and his distinguished colleagues consider the wealth of information and expertise that is available in this area through institutions of higher education and in the non-profit organization community and include these valuable repositories of information in SEC. 5. (b) of S. 1690.

Loyola Marymount University (LMU) has developed the Center for International Business Studies as a vehicle to improve the effectiveness of U.S. education and training for global economic competitiveness. Thanks to the creativity and determination of its faculty and students, the still-developing Center has been both self-starting and entrepreneurial. Its most obvious success has been in educating MBA students to think about business in international terms. The program does not emphasize textbook theory, nor does it focus solely on domestic business practices and techniques. Instead, it incorporates information about peoples and cultures and politics in addition to material on economics, finance, marketing, and production. It has stressed that one cannot fully understand the success of some nations in international economic competition unless one grasps the forces that drive their people. These forces are not exclusively economic.

At the heart of Loyola's effort with the Center for International Business Studies is the International Data Center. The objective of the Data Center is to provide both students and business leaders with the kinds of information they need in order to understand international trade more comprehensively and to reverse current trends in the risk-reward ratio of international trading activity. Such information will enhance U.S. competitiveness and help to reduce the nation's trade deficits.

At this point in time, both short-term and long-term solutions to U.S. problems in international trade are beginning to emerge. Loyola Marymount University, through its Center for International Business Studies, is already contributing in important ways to those solutions, and has designed a comprehensive plan that will enable it to make additional contributions both in the immediate future and over the years ahead.

Education and training is the business of Loyola Marymount University and it is good at the job. In the immediate future, the Center for International Business Studies will address, through its educational and training activities and through its International Data Center, a broad spectrum of the nations international trade deficit and competitiveness problems. Generations of American managers do not believe in the necessity of "trade to survive". Most do not even think about the issue and these attitudes must change. Recently LMU through its Department of Modern Languages and its College of Business Administration's Center for International Business Studies developed a proposal to more intensely utilize its resources to enhance language and business training. In proposing a Latin America Business Minor intense language training programs, study abroad, industry research and direct contact with foreign executives and Commercial Counselors will add to LMU's commitment to lead in language, culture and business training.

Business today is international business. What was once thought of as strictly domestic business hardly exists because of the impact of world economics on nearly every aspect of business activity. Worldwide economic competition is greater than ever and continuing to grow. Developing nations have emerging industries capable of producing goods of sufficient quality to compete in major markets around the world. Outsourcing by U.S. manufacturers has helped foreign competitors to build their technology and train their workers, and has guaranteed markets for their output. At the same time, advocates for less developed countries urge the United States to import more in order to help those nations and stabilize their economies to the point where they can repay their foreign loans. It is therefore not surprising to see the U.S. trade deficit swell, quarter by quarter, year by year. The trade deficit has worsened in terms of value and volume and even when it has declined, there are concerns whether it is the result of real competitive changes or only exchange adjustments.

Although international business has existed as a field of study for many years, it has been avoided by most U.S. students. Even worse, many faculty have taken the same parochial view of the world. During this period few leaders of international business have emerged in the United States. This is not to say that U.S. firms have not successfully gone international but the basis for their success in international business, usually product and money, is now being challenged by foreign firms with the same strengths and more. Because business leaders in the